



NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS READING REPORT FOR FLORIDA GRADE 8

In 2009, 52 jurisdictions participated in Grade 8 NAEP 2009 Reading: 50 states, the Department of Defense Education Activity schools, and the District of Columbia Public Schools.

As required by the No Child Left Behind Act of 2001, the NAEP Reading assessment is administered every two years in the odd-numbered years. In this report, NAEP Reading results are reported by average scale scores (on a 0–500 point scale) and, using that point scale, by achievement levels (at or above *Basic* and at or above *Proficient*). This report also discusses Florida’s and the nation’s 2009 results, Florida’s and the nation’s changes in scores since 2003, changes in performance gaps (White/African-American, White/Hispanic, female/male), the performance of specific subgroups (students with disabilities, eligible for free/reduced-price lunch, and English language learners), and comparisons between Florida’s statewide assessment (the Florida Comprehensive Assessment Test[®]) and NAEP between 2003 and 2009. Additional results that include the Department of Defense schools and the District of Columbia Public Schools can be accessed via the NAEP Data Explorer at <http://nces.ed.gov/nationsreportcard/nde>.

Highlights

- Florida was one of 9 states that saw a significant increase in its average scale scores between 2007 and 2009 (page 6).
- Florida’s grade 8 students achieved an average score of 264, which is statistically equal to the nation’s score of 262. This trend began in 2007 after Florida scored below the nation’s average in 2003 and 2005 (page 4).
- Florida’s African-American students’ average scale scores were higher than those of their national counterparts in 2009 (page 10).
- Between 2003 and 2009, Florida’s grade 8 African-American students had a significantly greater gain than the nation’s African-American students (page 10).
- Florida’s White/African-American scale score gap decreased 7 points between 2003 and 2009 (page 10).
- Florida’s Hispanic students’ average scale scores were higher than those of their national counterparts in 2003, 2005, 2007, and 2009 (page 11).
- Between 2003 and 2009, Florida’s and the nation’s grade 8 Hispanic students had similar gains in average scale scores (page 11)
- Florida’s White/Hispanic scale score gap did not change between 2003 and 2009 (page 11).
- Florida’s White students’ average scale scores were statistically equal to those of their national counterparts in 2007 and 2009 (page 10).
- Between 2003 and 2009, Florida’s male and female students, students with disabilities, and students eligible for free/reduced-price lunch had greater gains in their average scale scores than their national counterparts (pages 19, 24, and 28).
- Florida was one of only 5 states whose grade 8 students with disabilities had a significant gain in its average scale scores between 2007 and 2009 (page 24).
- Between 2003 and 2009, the percentage of Florida’s grade 8 students with disabilities scoring at or above *Basic* on NAEP Reading significantly improved from matching the national average to performing above the national average (page 27).

Note: Differences between average scale scores or between achievement-level percentages are discussed only when they are statistically significant. Statistically significant means it is unlikely the differences in scores occurred by chance.

NAEP General Information

NAEP is the only ongoing, nationally representative measure of what students in the United States know and can do in various subject areas. Main NAEP is conducted every two years in reading and mathematics and produces state- and national-level results. Writing and science are administered every four years at the state and national levels. A representative sample of the student population participates, and each student takes only a portion of the assessment. Results are then assembled to form projected state and national scores based on aggregated state and national results. NAEP does not provide school- or student-level results.

Based on representative samples of public school students, reports are produced on the performance of the nation's students in the 50 states, the Department of Defense Education Activity schools, the District of Columbia Public Schools, and 18 Trial Urban Districts (Atlanta, Austin, Baltimore City, Boston, Charlotte, Chicago, Cleveland, Detroit, District of Columbia, Fresno, Houston, Jefferson County [KY], Los Angeles, Miami-Dade, Milwaukee, New York City, Philadelphia, and San Diego). For additional information about the assessment, see the Nation's Report Card, an interactive database, at <http://nces.ed.gov/nationsreportcard/>.

The National Assessment of Educational Progress (NAEP) and the Florida Comprehensive Assessment Test[®] (FCAT)

Primary Purposes of NAEP

- Serve as a benchmark based on national levels of proficiency
- Report national- and state-level results for all students in selected subject areas at a given time and across time, as well as by gender, race/ethnicity, students with disabilities, English language learners, and eligibility for free/reduced-price lunch
- Serve as a common measure of state-reported progress and achievement across states

Primary Purposes of the FCAT

- Assess the annual learning gains of each student toward achieving the Sunshine State Standards
- Provide data for making decisions regarding school accountability and recognition
- Identify educational strengths and needs of students and readiness to be promoted to the next grade or to graduate from high school
- Assess how well educational goals and curricular standards are met at the school, district, and state levels
- Provide information to aid in the evaluation and development of educational programs and policies

Comparing the FCAT and NAEP

When comparing the FCAT with NAEP, it is important to remember that the two assessments differ in

- Purpose
- Testing context
- Content assessed and item characteristics
- Score scale
- Proficiency-level standards
- Motivational level of the students (FCAT is perceived as a high-stakes test while NAEP is not)
- Population assessed (FCAT assesses all students; NAEP only assesses a sample of the student population)

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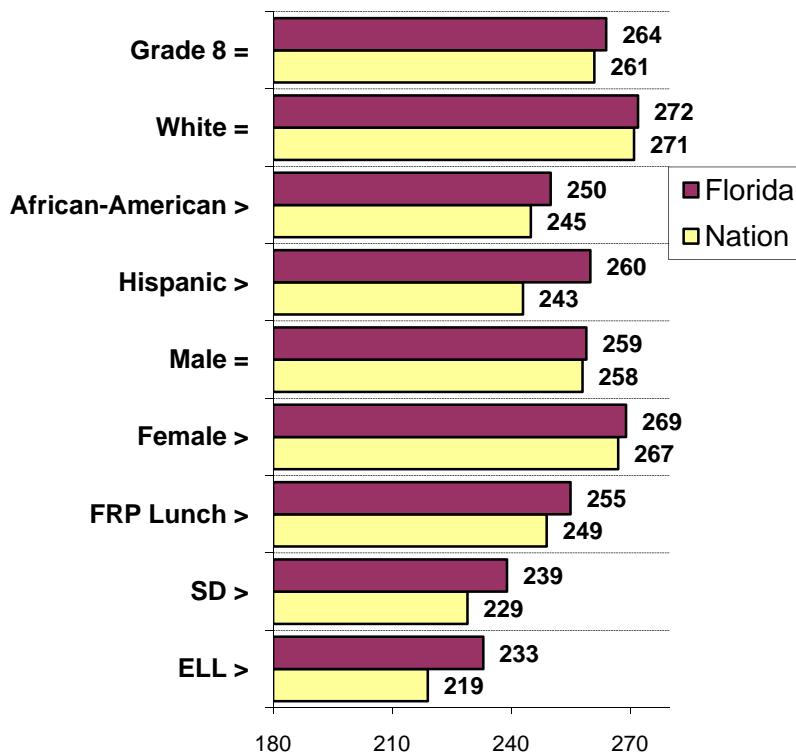
Note: Differences between average scale scores or between achievement-level percentages are discussed only when they are statistically significant. Statistically significant means it is unlikely the differences in scores occurred by chance.

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Note: Differences between average scale scores or between achievement-level percentages are discussed only when they are statistically significant. Statistically significant means it is unlikely the differences in scores occurred by chance.

NAEP Reading Grade 8: All Groups Florida Compared to the Nation, 2009 Average Scale Scores

Figure 1



- > Florida significantly higher than the nation's public schools
- = No significant difference between Florida and the nation's public schools
- < Florida significantly lower than the nation's public schools

Note: Comparisons are based on statistical tests (0.05 level) that consider sample size, magnitude of difference, and standard errors

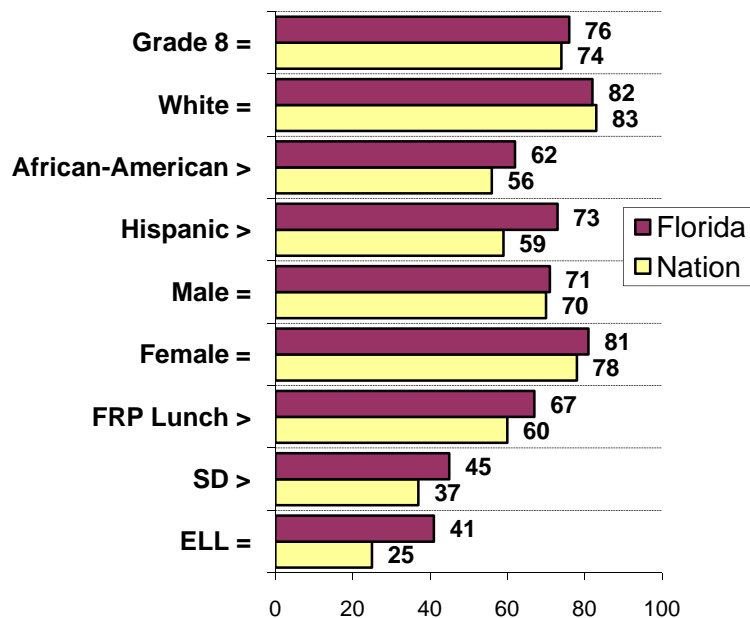
Highlights

- In 2009, Florida's grade 8 students had an average scale score in NAEP Reading that was statistically equal to that of their national counterparts.
- In 2009, the average scale scores of Florida's grade 8 African-American and Hispanic students, female students, students eligible for free/reduced-price lunch, students with disabilities (SD), and English language learners (ELLs) were significantly higher than those of their national counterparts.
- In 2009, the average scale scores of Florida's White students and male students were statistically equal to those of their national counterparts.

Average scale scores represent what students know and can do.

NAEP Reading Grade 8: All Groups Florida Compared to the Nation, 2009 Achievement-Level Scores

Figure 2
Percentage of Students at or above *Basic*



- > Florida significantly higher than the nation's public schools
- = No significant difference between Florida and the nation's public schools
- < Florida significantly lower than the nation's public schools

Note: Comparisons are based on statistical tests (0.05 level) that consider sample size, magnitude of difference, and standard errors

Highlights

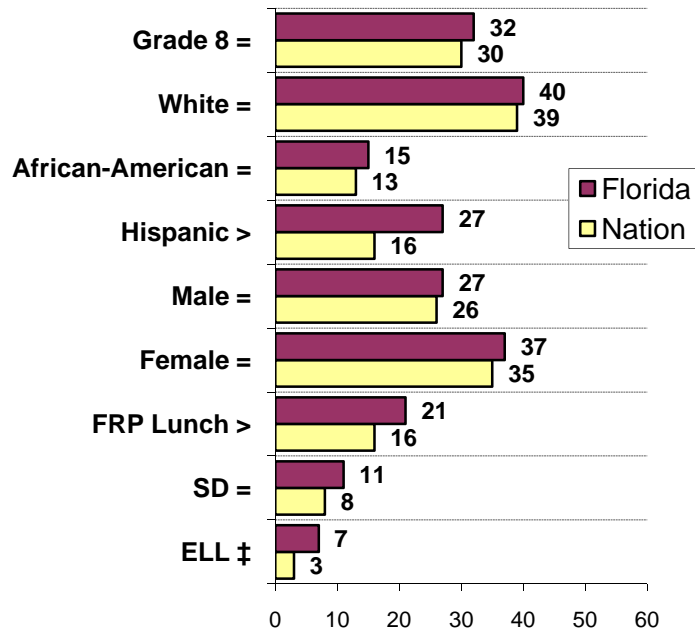
- In 2009, the percentage of Florida's grade 8 students scoring at or above *Basic* on NAEP Reading was statistically equal to that of their national counterparts.
- In 2009, the percentage of Florida's grade 8 African-American and Hispanic students, students eligible for free/reduced-price lunch, and students with disabilities (SD) scoring at or above *Basic* was significantly higher than that of their national counterparts.
- In 2009, the percentage of Florida's grade 8 White students, male and female students, and English language learners scoring at or above *Basic* was statistically equal to those of their national counterparts.

Achievement-level results indicate the degree to which student performance meets expectations of what they should know and be able to do.

NAEP Reading Grade 8: All Groups Florida Compared to the Nation, 2009

Achievement-Level Scores

Figure 3
Percentage of Students at or above *Proficient*



> Florida significantly higher than the nation's public schools

= No significant difference between Florida and the nation's public schools

< Florida significantly lower than the nation's public schools

‡ Sample size is too small to calculate significant differences

Note: Comparisons are based on statistical tests (0.05 level) that consider sample size, magnitude of difference, and standard errors

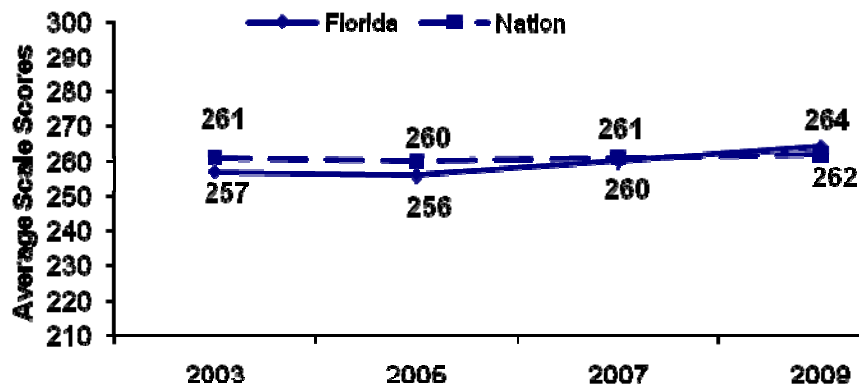
Highlights

- In 2009, the percentage of Florida's and the nation's grade 8 students scoring at or above *Proficient* on NAEP Reading was statistically equivalent.
- In 2009, the percentage of Florida's grade 8 Hispanic students and students eligible for free/reduced-price lunch scoring at or above *Proficient* was significantly higher than that of their national counterparts.
- In 2009, the percentage of Florida's grade 8 White students and African-American students, male and female students, and students with disabilities scoring at or above *Proficient* was statistically equal to that of their national counterparts.

Achievement-level results indicate the degree to which student performance meets expectations of what they should know and be able to do.

NAEP Reading Grade 8: All Students Florida Compared to the Nation, 2003–2009 Average Scale Scores

Figure 4

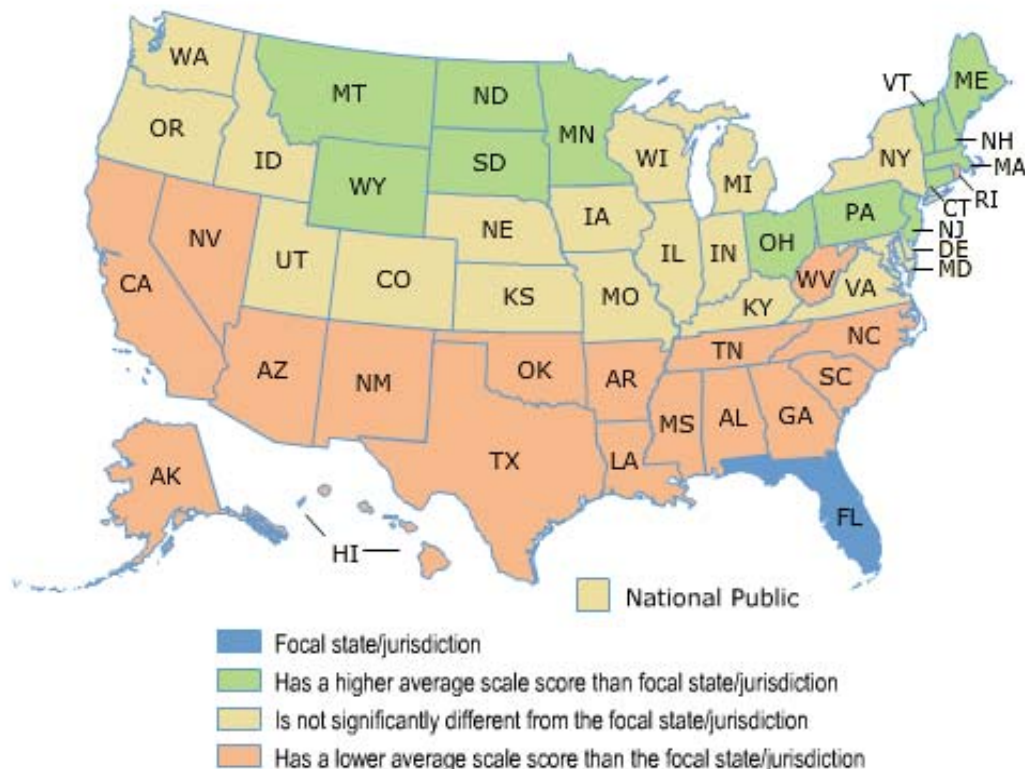


Highlights

- Florida's grade 8 NAEP 2009 Reading average scale score (264) was significantly higher than in 2003 (257), in 2005 (256), and in 2007 (260). The same upward trend was seen in the average scale scores of the nation's grade 8 students.
- Florida's grade 8 NAEP 2009 Reading average scale score continued to be statistically equal to the nation's (264 vs. 262). This trend began in 2007 after Florida scored below the nation's average in both 2003 and 2005.
- Between 2003 and 2009, Florida moved from scoring below the national average to be statistically equal to the national average in 2009.
- The gain in the average scale score of Florida's grade 8 students in NAEP Reading between 2003 and 2009 was significantly greater than the nation's gain (7 vs. 1 point).

NAEP Reading Grade 8: All Students Florida's National Standing, 2009 Average Scale Scores

Figure 5



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessments.

Florida's grade 8 NAEP 2009 Reading average scale score (264) was

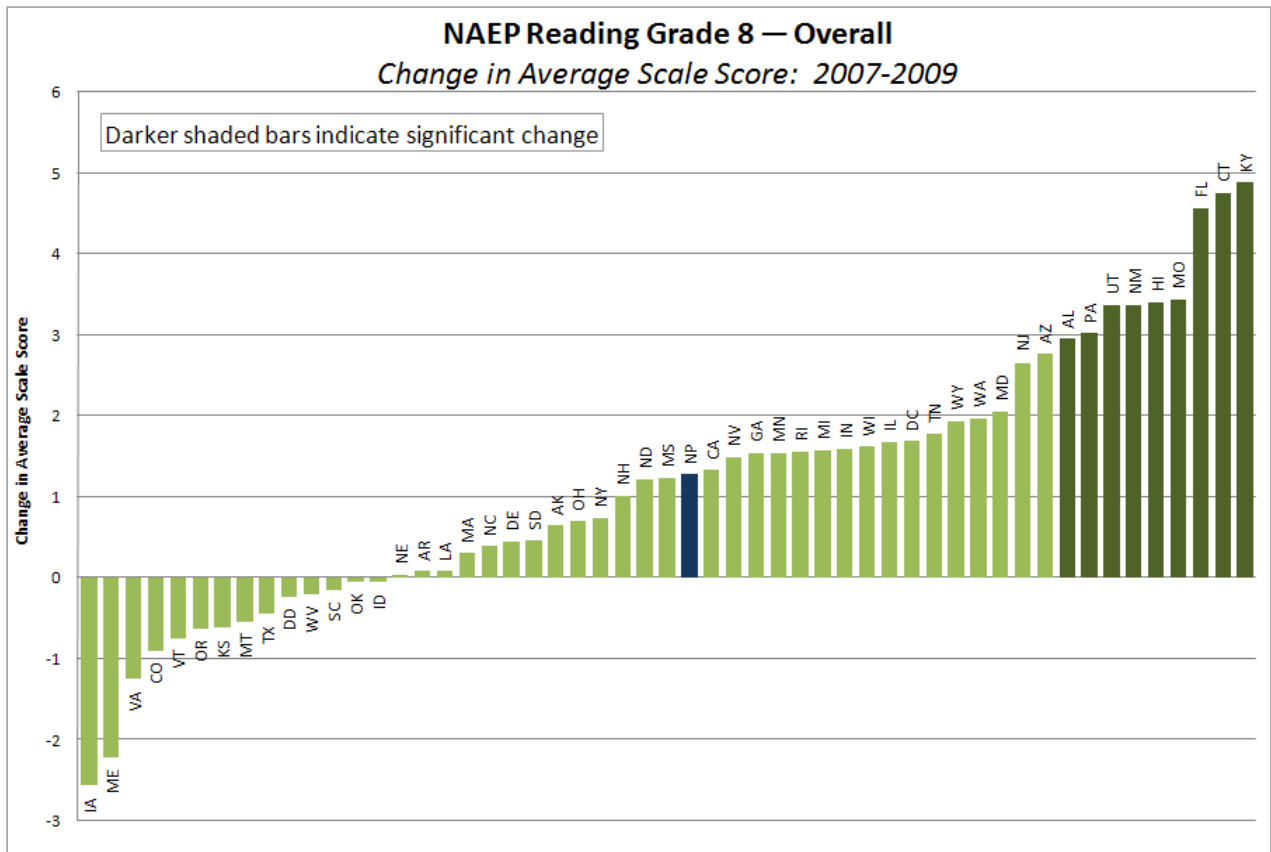
- **higher than the following 18 states:** Alabama, Alaska, Arizona, Arkansas, California, Georgia, Hawaii, Louisiana, Mississippi, Nevada, New Mexico, North Carolina, Oklahoma, Rhode Island, South Carolina, Tennessee, Texas, and West Virginia.
- **not significantly different from the nation and the following 18 states:** Colorado, Delaware, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maryland, Michigan, Missouri, Nebraska, New York, Oregon, Utah, Virginia, Washington, and Wisconsin.
- **lower than the following 13 states:** Connecticut, Maine, Massachusetts, Minnesota, Montana, New Hampshire, New Jersey, North Dakota, Ohio, Pennsylvania, South Dakota, Vermont, and Wyoming.

Note: Within each group, states are listed alphabetically

NAEP Reading Grade 8: All Students All States Compared to the Nation, 2007–2009 Average Scale Scores

Figure 6

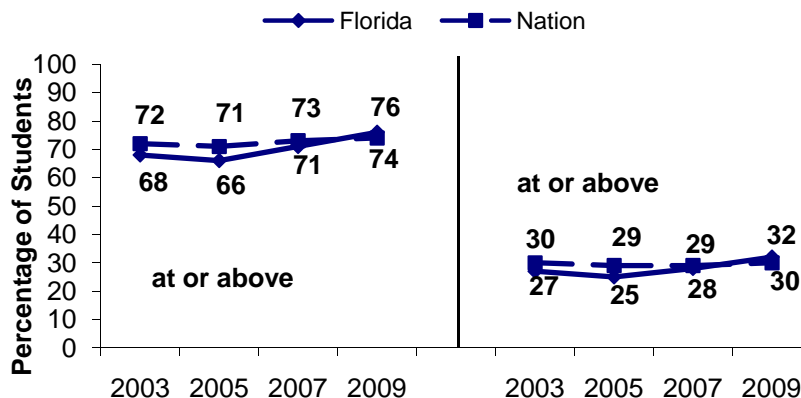
For NAEP grade 8 Reading, between 2007 and 2009, Florida was one of 9 states that saw a significant increase in its average scale score (Alabama, Connecticut, Florida, Hawaii, Kentucky, Missouri, New Mexico, Pennsylvania, and Utah).



NAEP Reading Grade 8: All Students Florida Compared to the Nation, 2003–2009

Achievement-Level Scores

Figure 7
Percentage of Students Performing at or above *Basic* and at or above *Proficient*



Highlights

At or above *Basic*

- Florida's percentage of grade 8 students performing at or above *Basic* on NAEP Reading in 2009 (76%) was higher than in 2003 (68%), in 2005 (66%), and in 2007 (71%). This trend was also true of at or above *Basic* achievement-level scores of the nation's grade 8 students.
- Florida's grade 8 NAEP 2009 Reading percentage of students performing at or above *Basic* continued to be statistically equal to the nation's. This trend began in 2007 after Florida's students performed below the nation's average in both 2003 and 2005.
- Between 2003 and 2009, Florida's students scoring at or above *Basic* moved from scoring below the national average in 2003 to scoring statistically equal to the national average in 2009.
- The gain in the percentage of Florida's grade 8 students performing at or above *Basic* on the NAEP Reading assessment between 2003 and 2009 was greater than the nation's gain (8% vs. 2%).

At or above *Proficient*

- Florida's grade 8 NAEP Reading percentage of students performing at or above *Proficient* in 2009 (32%) was higher than in 2003 (27%) and 2005 (25%). This trend was also true of at or above *Proficient* achievement-level scores of the nation's grade 8 students.

- Florida's grade 8 NAEP 2009 Reading percentage of students performing at or above *Proficient* continued to be statistically equal to the nation's. This trend began in 2007 after Florida's students performed below the nation's average in both 2003 and 2005.
- Between 2003 and 2009, Florida's students scoring at or above *Proficient* moved from scoring below the national average in 2003 to statistically equal to the national average in 2009.
- The gain in the percentage of Florida's grade 8 students performing at or above *Proficient* on the NAEP Reading assessment between 2003 and 2009 was greater than the nation's gain (5% vs. 0%).

NAEP Reading Grade 8: Race/Ethnicity

Schools report the racial/ethnic subgroups that best describe the students eligible to be assessed. The six mutually-exclusive categories are White, African-American, Hispanic, Asian/Pacific Islander, American-Indian/Alaskan-Native, and Unclassified. Florida has reportable (sufficient size) populations in the White, African-American, and Hispanic racial/ethnic groups.

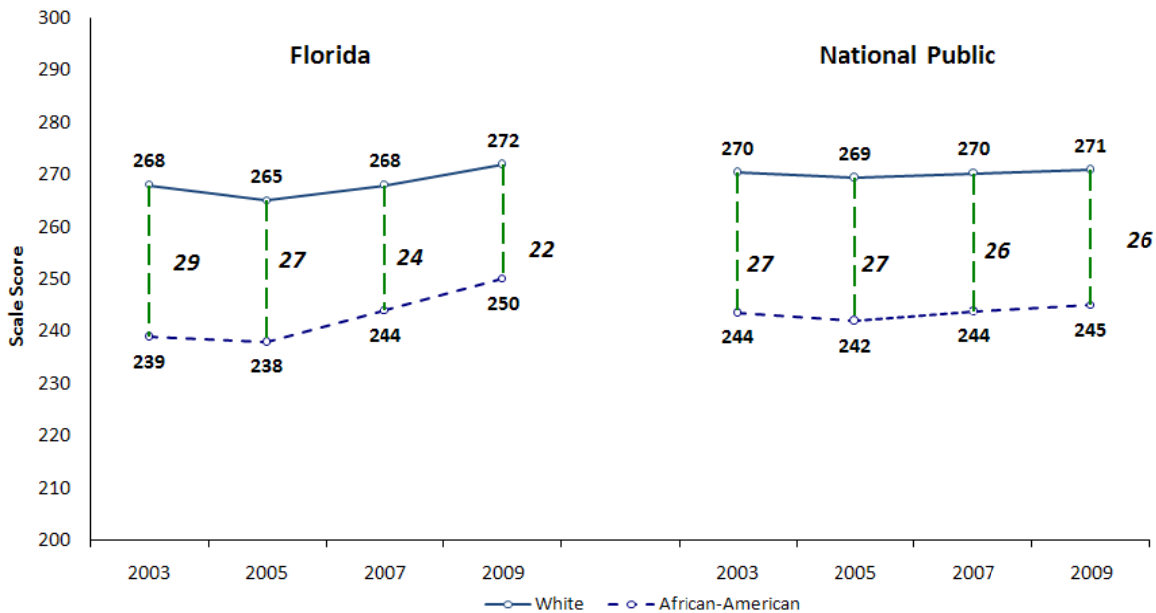
Table 1
Participation Rates for Florida and the Nation (Race/Ethnicity)

Year	White		African-American		Hispanic	
	Florida	Nation	Florida	Nation	Florida	Nation
2003	51%	61%	27%	17%	19%	15%
2005	51%	60%	23%	17%	21%	17%
2007	49%	58%	23%	17%	23%	18%
2009	46%	57%	22%	16%	25%	20%

NAEP Reading Grade 8: Race/Ethnicity Florida Compared to the Nation, 2003–2009

Gaps in Average Scale Scores

Figure 8
White and African-American Students



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

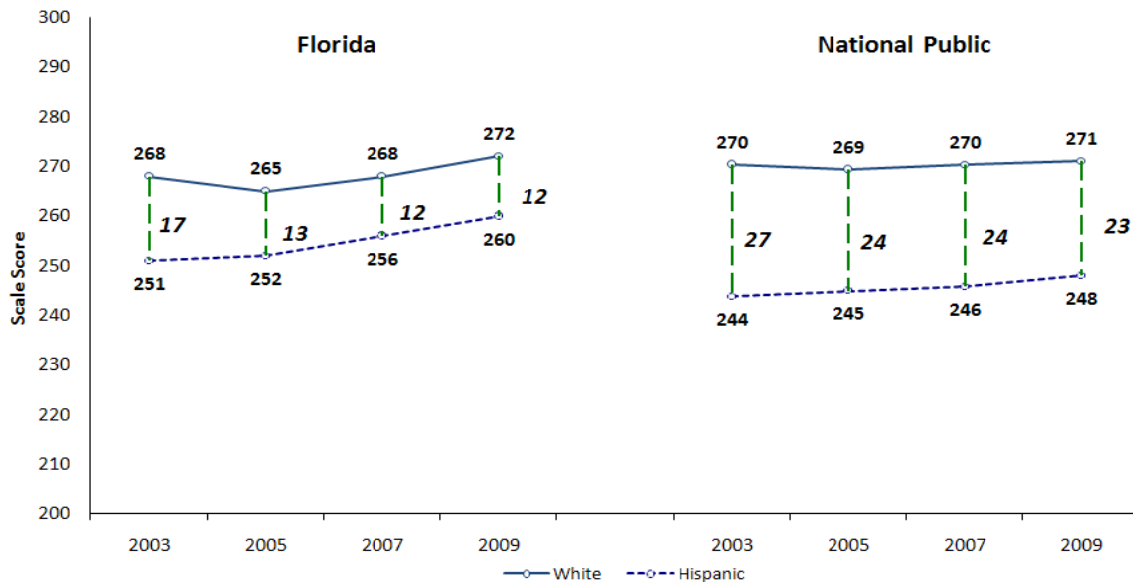
Highlights

- On NAEP Reading, the average scale scores of Florida’s grade 8 White students significantly increased between 2005 and 2009. The average scale scores of Florida’s African-American students increased between 2003 and 2009 and 2005 and 2009.
- Florida’s grade 8 African-American students improved from scoring below the national average in 2003 and 2005 to scoring at the national average in 2007 and above the national average in 2009.
- Between 2003 and 2009, Florida’s grade 8 African-American students had a greater gain than the nation’s African-American students (11 vs. 1 point).
- The Florida grade 8 White/African-American scale score gap was 29 points in 2003, 27 points in 2005, 24 points in 2007, and 22 points in 2009. The 7-point decrease in the gap from 2003 to 2009 represents a significant narrowing of the gap.
- The gap between Florida’s White and African-American students and the gap between the nation’s White and African-American students was statistically similar in 2003, 2005, 2007, and 2009.

NAEP Reading Grade 8: Race/Ethnicity Florida Compared to the Nation, 2003–2009

Gaps in Average Scale Scores (continued)

Figure 9
White and Hispanic Students



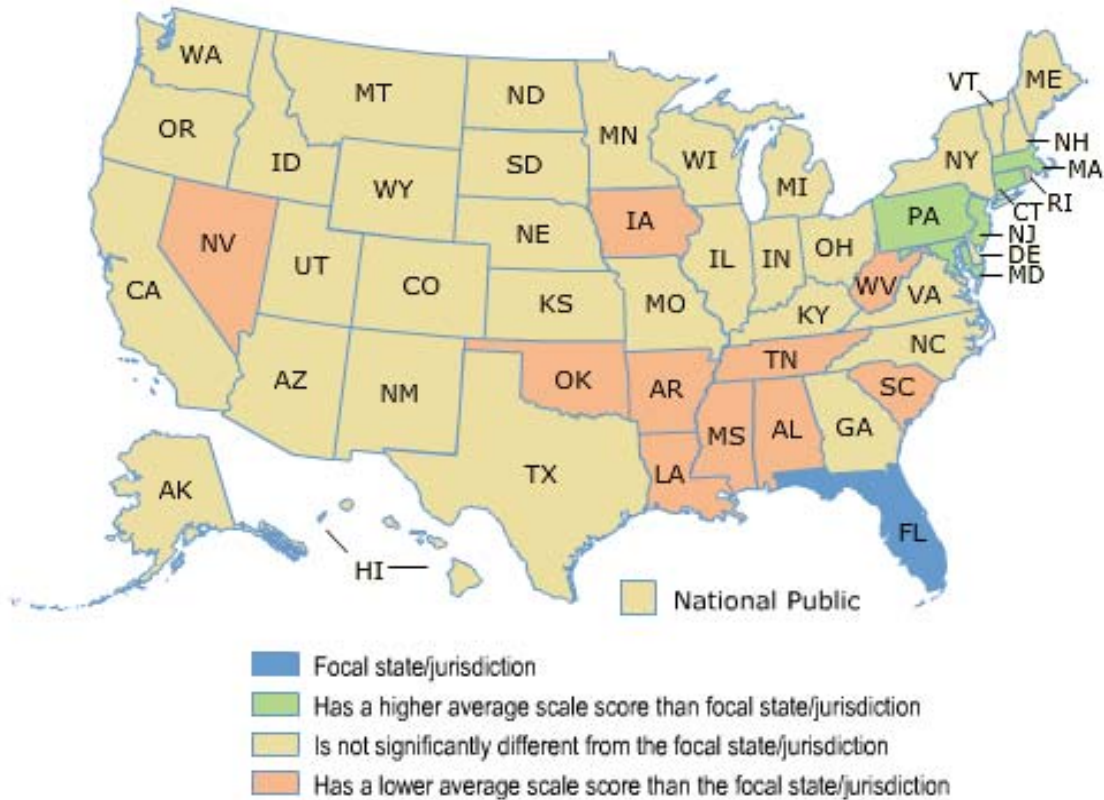
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Highlights

- Florida’s grade 8 Hispanic average scale scores for NAEP Reading were significantly higher in 2009 than in 2003 and in 2005. The nation’s grade 8 White and Hispanic average scale scores were significantly higher in 2009 than in 2003, 2005, and 2007.
- Florida’s grade 8 Hispanic students outperformed the nation’s grade 8 Hispanic students in 2003, 2005, 2007, and 2009.
- Between 2003 and 2009, Florida’s and the nation’s grade 8 Hispanic students had similar gains in average scale scores (9 vs. 4 points).
- Florida’s grade 8 White/Hispanic gap was 17 points in 2003, 13 points in 2005, 12 points in 2007, and 12 points in 2009. The 5-point change in the gap between 2003 and 2009 was not statistically significant.
- The gap between Florida’s grade 8 White and Hispanic students was significantly smaller than the gap between the nation’s grade 8 White and Hispanic students in 2003, 2005, 2007, and 2009 on NAEP Reading.

NAEP Reading Grade 8: Race/Ethnicity Florida's National Standing, 2009 Average Scale Scores

Figure 10
White Students



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessments.

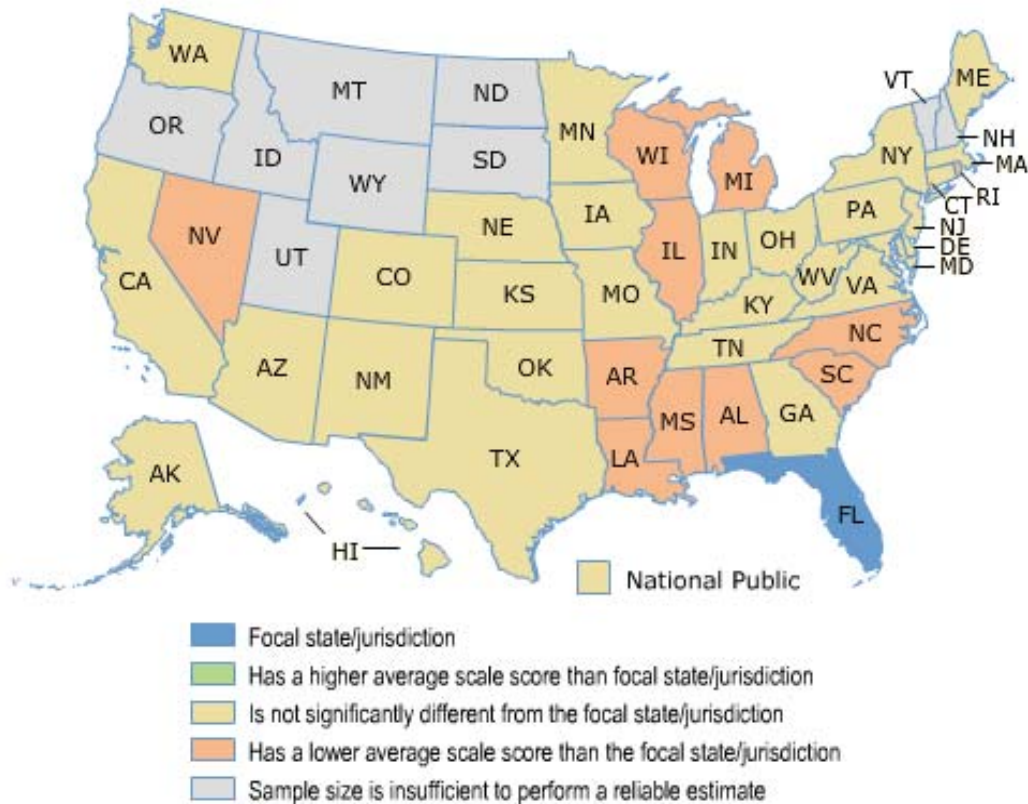
On NAEP 2009 Reading, Florida's grade 8 White students' average scale score of 272 was

- **higher than the following 11 states:** Alabama, Arkansas, Iowa, Louisiana, Mississippi, Nevada, Oklahoma, Rhode Island, South Carolina, Tennessee, and West Virginia.
- **not significantly different from the nation and the following 33 states:** Alaska, Arizona, California, Colorado, Delaware, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Maine, Michigan, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, South Dakota, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, and Wyoming.
- **lower than the following 5 states:** Connecticut, Maryland, Massachusetts, New Jersey, and Pennsylvania.

Note: Within each group, states are listed alphabetically

NAEP Reading Grade 8: Race/Ethnicity Florida's National Standing, 2009 Average Scale Scores (continued)

Figure 11
African-American Students



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessments.

On NAEP 2009 Reading, Florida's grade 8 African-American students' average scale score of 250 was

- **higher than the following 11 states:** Alabama, Arkansas, Illinois, Louisiana, Michigan, Mississippi, Nevada, North Carolina, Rhode Island, South Carolina, and Wisconsin.
- **not significantly different from the nation and the following 29 states:** Alaska, Arizona, California, Colorado, Connecticut, Delaware, Georgia, Hawaii, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Missouri, Nebraska, New Jersey, New Mexico, New York, Ohio, Oklahoma, Pennsylvania, Tennessee, Texas, Virginia, Washington, and West Virginia.
- **lower than no state.**

The sample size in the following 9 states was not large enough to permit a reliable estimate: Idaho, Montana, New Hampshire, North Dakota, Oregon, South Dakota, Utah, Vermont, and Wyoming.

Note: Within each group, states are listed alphabetically

**NAEP Reading Grade 8: Race/Ethnicity
Florida's National Standing, 2009**
Average Scale Scores (continued)

Figure 12
Hispanic Students



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessments.

On NAEP 2009 Reading, Florida's grade 8 Hispanic students' average scale score of 260 was

- **higher than the nation and the following 24 states:** Arizona, Arkansas, California, Colorado, Connecticut, Idaho, Illinois, Indiana, Kansas, Massachusetts, Minnesota, Nebraska, Nevada, New Mexico, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, Rhode Island, Texas, Utah, Washington, and Wisconsin.
- **not significantly different from the following 17 states:** Alabama, Alaska, Delaware, Georgia, Hawaii, Iowa, Kentucky, Maryland, Michigan, Missouri, New Hampshire, New Jersey, Ohio, South Carolina, Tennessee, Virginia, and Wyoming.
- **lower than no state.**

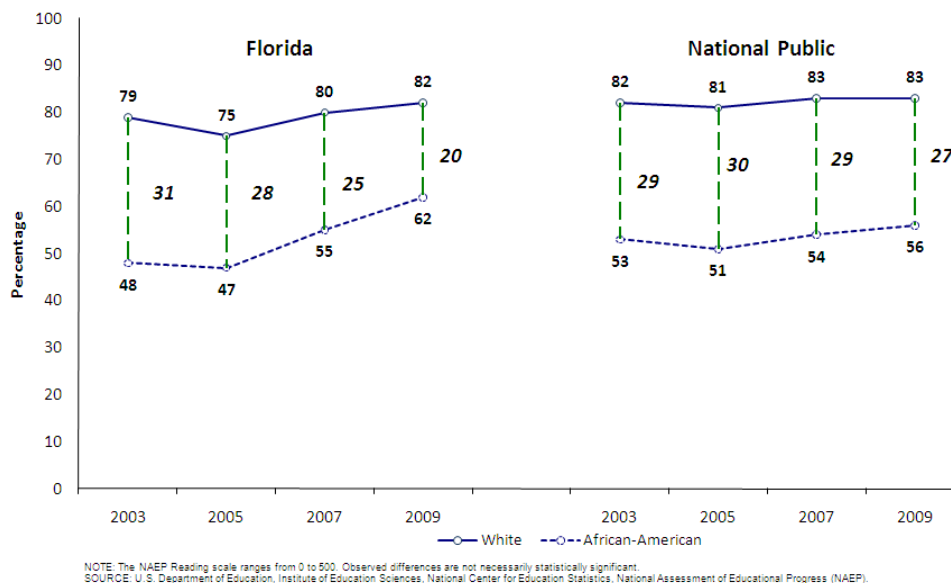
The sample size in the following 8 states was not large enough to permit a reliable estimate: Louisiana, Maine, Mississippi, Montana, North Dakota, South Dakota, Vermont, and West Virginia.

Note: Within each group, states are listed alphabetically.

NAEP Reading Grade 8: Race/Ethnicity Florida Compared to the Nation, 2003–2009

Gaps in Percentage of Students Performing at or above *Basic*

Figure 13
White and African-American Students



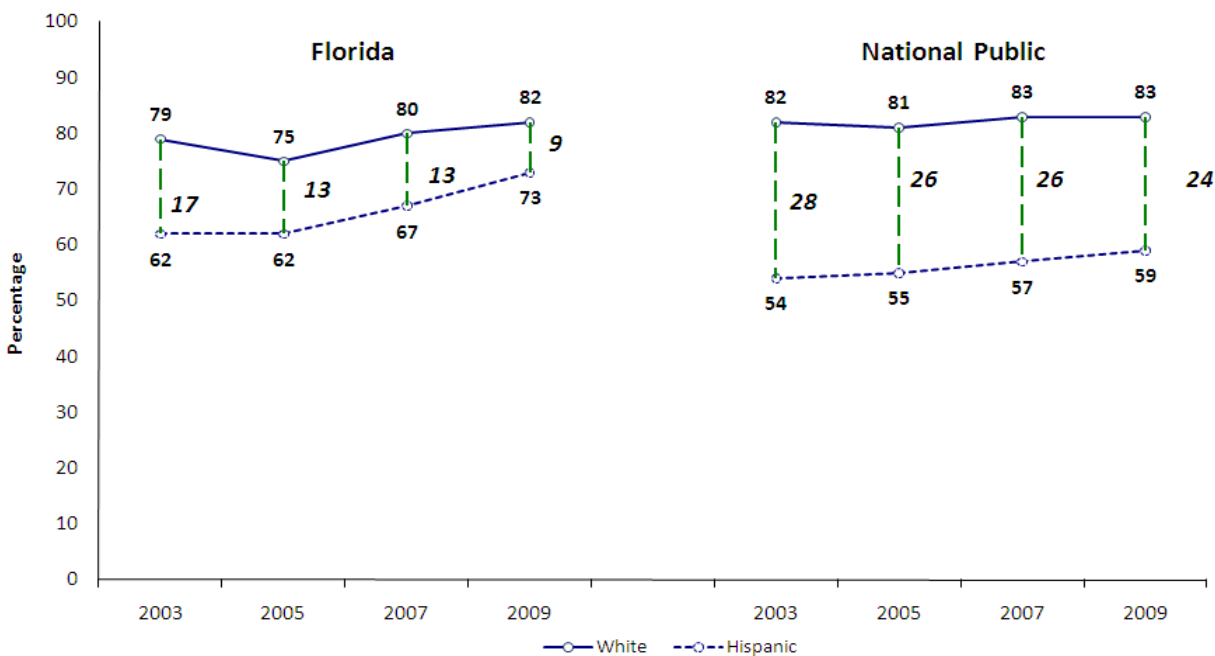
Highlights

- The percentage of both Florida's and the nation's grade 8 African-American students scoring at or above *Basic* on NAEP Reading increased between 2003 and 2009 and between 2005 and 2009.
- The percentage of Florida's grade 8 White students performing at or above *Basic* continued to be statistically equal to the nation's. This trend began in 2007 after Florida's students performed below the national average in both 2003 and 2005.
- In 2009, Florida's grade 8 African-American students scoring at or above *Basic* outperformed their national counterparts. This was an improvement from 2003, 2005, and 2007 when they performed statistically equal to the nation.
- Between 2003 and 2009, Florida's grade 8 African-American students had an 11% greater gain than the nation's African-American students (14% vs. 3%).
- The gap in the percentage of Florida's grade 8 White/African-American students performing at or above *Basic* was 31% in 2003, 28% in 2005, 25% in 2007, and 20% in 2009. This 11 percentage-point decrease in the gap is significant. The nation's African-American gap did not change between 2003 and 2009.

NAEP Reading Grade 8: Race/Ethnicity Florida Compared to the Nation, 2003–2009

Gaps in Percentage of Students Performing at or above *Basic* (continued)

Figure 14
White and Hispanic Students



NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

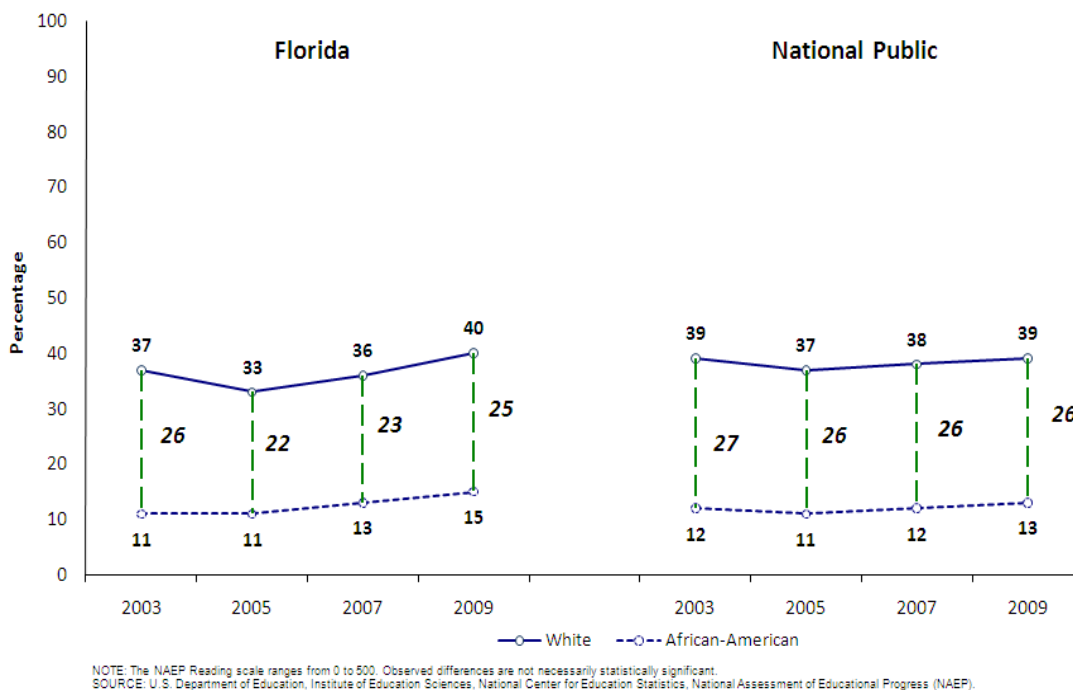
Highlights

- Between 2003 and 2009 and between 2005 and 2009, there was an increase in the percentage of Florida's grade 8 Hispanic students scoring at or above *Basic* on NAEP Reading.
- The percentage of Florida's grade 8 Hispanic students scoring at or above *Basic* was greater than that of the nation's Hispanic students scoring at or above *Basic* in 2003, 2005, 2007, and 2009.
- Between 2003 and 2009, Florida's grade 8 Hispanic students had a 6% greater gain than the nation's Hispanic students (11% vs. 5% gain). However, this difference in gain was not statistically significant.
- The gap in the percentage of Florida's grade 8 White/Hispanic students performing at or above *Basic* was 17% in 2003, 13% in 2005, 13% in 2007, and 9% in 2009. This 8 percentage-point change in the gap is not statistically significant. The nation's 4 percentage-point change in the White/Hispanic gap was statistically significant.

NAEP Reading Grade 8: Race/Ethnicity Florida Compared to the Nation, 2003–2009

Gaps in Percentage of Students Performing at or above *Proficient*

Figure 15
White and African-American Students



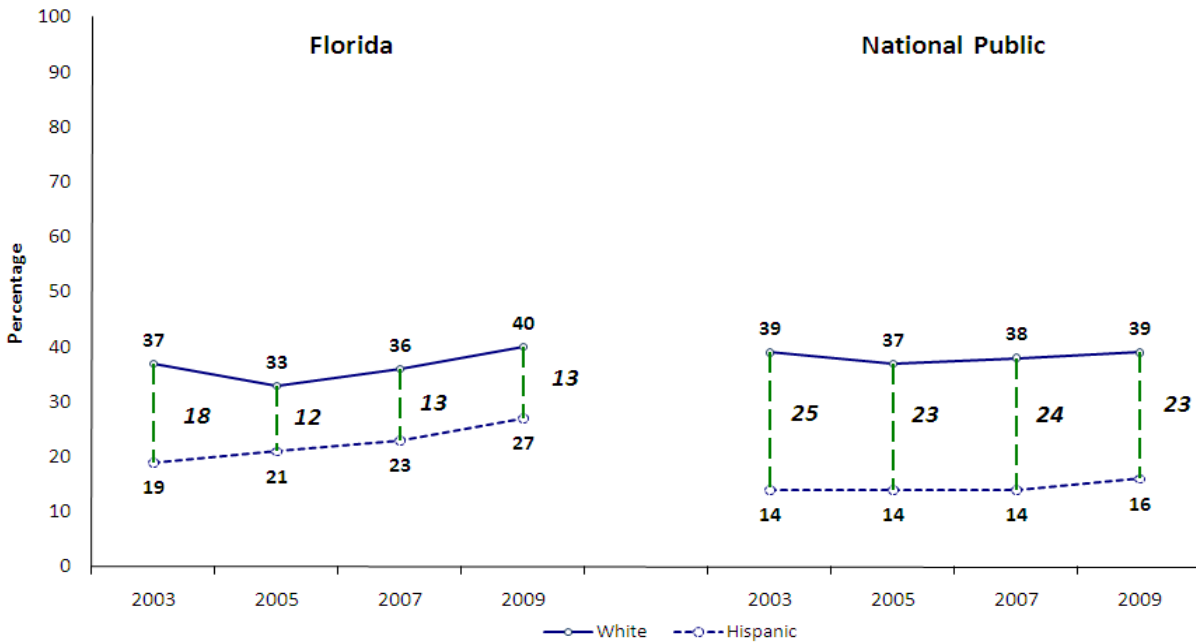
Highlights

- Beginning in 2003, Florida's grade 8 African-American students scoring at or above *Proficient* on NAEP Reading have continued to match the performance of the nation's grade 8 African-American students.
- Between 2003 and 2009, Florida's grade 8 African-American students had a 3% greater gain than the nation's African-American students (4% vs. 1%). However, this difference in gain was not statistically significant.
- The gap in the percentage of Florida's grade 8 White/African-American students performing at or above *Proficient* on NAEP Reading was 26% in 2003, 22% in 2005, 23% in 2007, and 25% in 2009. The gap did not narrow significantly between 2003 and 2009.
- In 2003, 2005, 2007, and 2009, there was no statistical difference between Florida's grade 8 White and African-American performance gap and that of the nation.

NAEP Reading Grade 8: Race/Ethnicity Florida Compared to the Nation, 2003–2009

Gaps in Percentage of Students Performing at or above *Proficient*
(continued)

Figure 16
White and Hispanic Students



NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

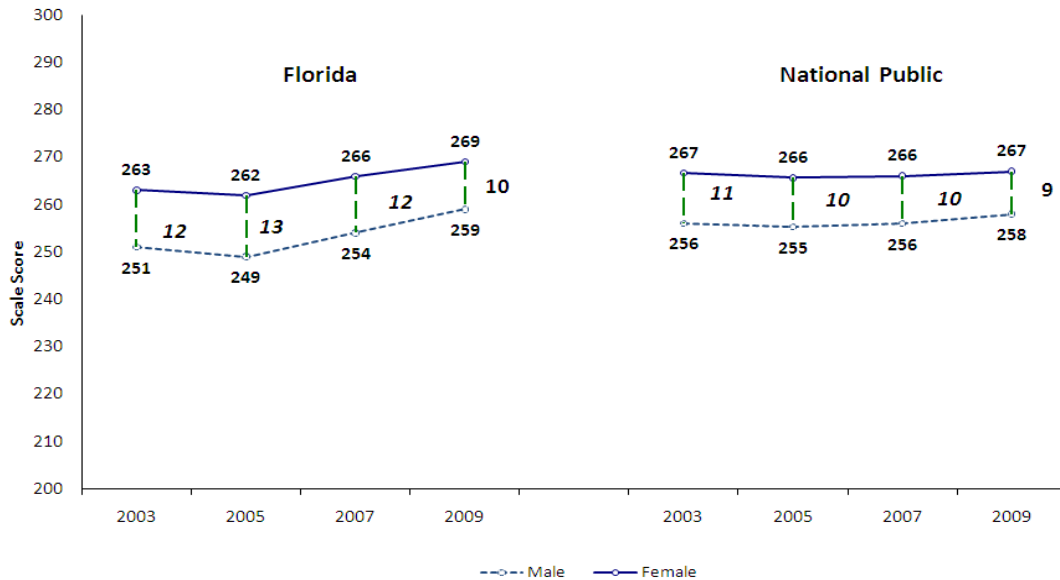
Highlights

- Between 2003 and 2009, the percentage of Florida's Hispanic students scoring at or above *Proficient* on NAEP Reading increased.
- In 2003, 2005, 2007, and 2009, the percentage of Florida's grade 8 Hispanic students scoring at or above *Proficient* was significantly greater than the nation's.
- Between 2003 and 2009, Florida's and the nation's grade 8 Hispanic students had statistically similar gains in their at or above *Proficient* scores (8% vs. 2%).
- The gap in the percentage of Florida's grade 8 White and Hispanic students performing at or above *Proficient* on NAEP Reading was 18% in 2003, 12% in 2005, and 13% in both 2007 and 2009. The 5 percentage-point change in the gap was not statistically significant.
- In 2009, Florida's White/Hispanic 13% gap was significantly smaller than the nation's 23% gap for students performing at or above *Proficient*.

NAEP Reading Grade 8: Gender Florida Compared to the Nation, 2003–2009

Gaps in Average Scale Scores

Figure 17
Female and Male Students



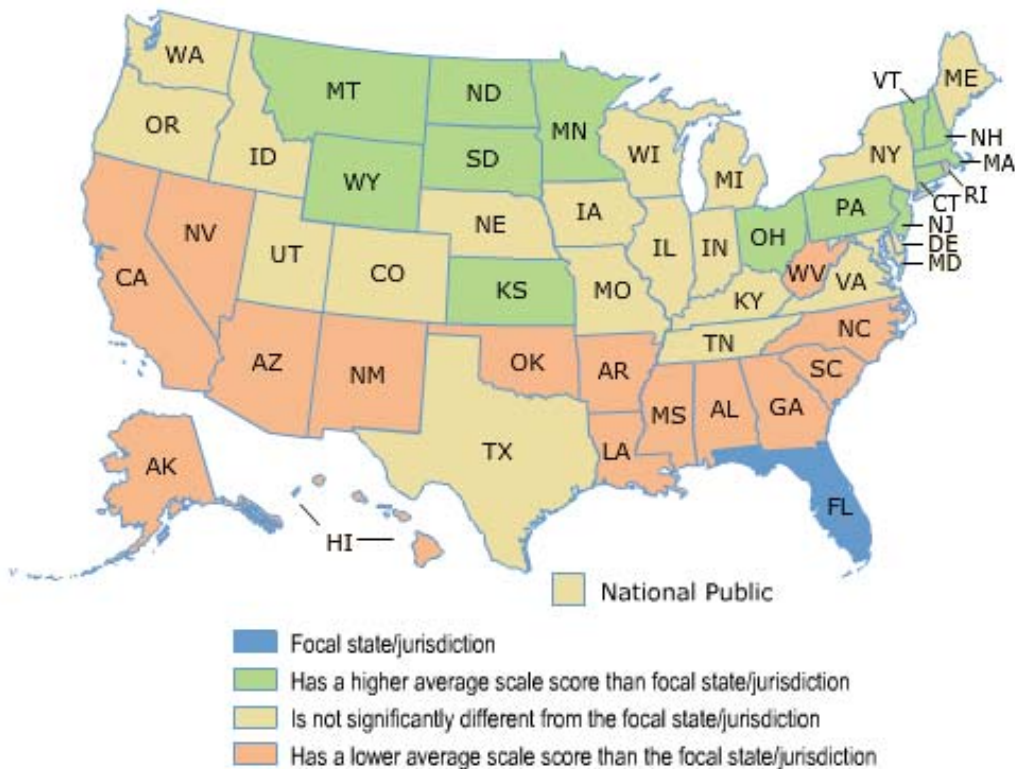
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Highlights

- Between 2009 and 2003 and between 2009 and 2005, Florida’s grade 8 female students increased their average scale scores. Florida’s grade 8 male students continued to significantly increase their NAEP Reading average scale scores.
- Florida’s grade 8 female students moved from performing below the national average in 2003 and 2005, at the national average in 2007, and above the national average in 2009. Florida’s grade 8 male students moved from performing below the national average in 2003 and 2005 to performing statistically similar to the nation in 2007 and 2009.
- Between 2003 and 2009, Florida’s grade 8 female students had a greater gain than the nation’s female students (6 vs. 0 points). Between 2003 and 2009, Florida’s grade 8 male students had a greater gain than the nation’s male students (8 vs. 2 points).
- Florida’s grade 8 female/male scale score gap was 12 points in 2003, 13 points in 2005, 12 points in 2007, and 10 points in 2009. This 2-point change in the gap from 2003 to 2009 is not statistically significant. In 2009, there was no statistical difference between Florida’s female/male average scale score gap and the nation’s female/male average scale score gap.

**NAEP Reading Grade 8: Gender
Florida's National Standing, 2009
Average Scale Scores (continued)**

**Figure 19
Male Students**



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessments.

On NAEP 2009 Reading, Florida's grade 8 male students' average scale score (259) was

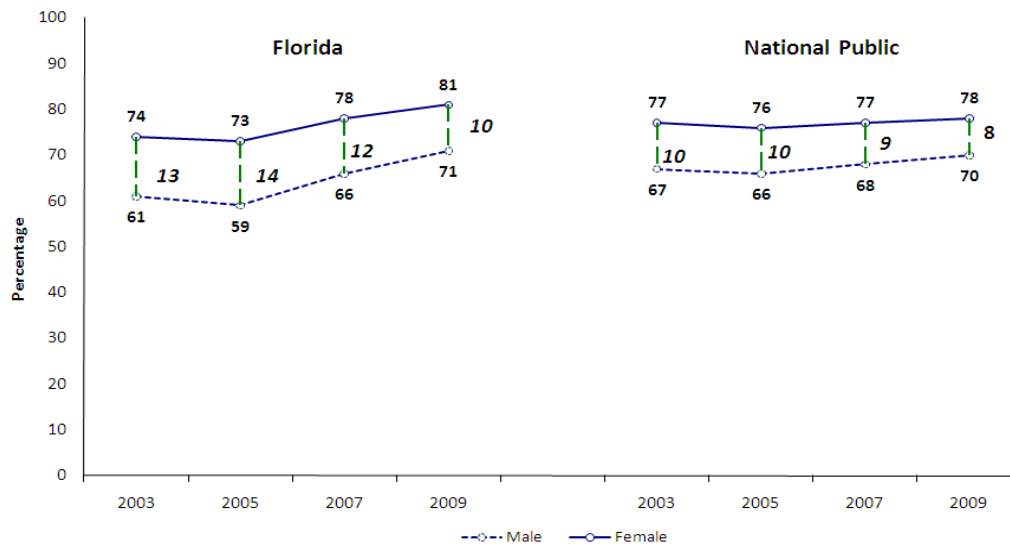
- **higher than the following 16 states:** Alabama, Alaska, Arizona, Arkansas, California, Georgia, Hawaii, Louisiana, Mississippi, Nevada, New Mexico, North Carolina, Oklahoma, Rhode Island, South Carolina, and West Virginia.
- **not significantly different from the nation and the following 20 states:** Colorado, Delaware, Idaho, Illinois, Indiana, Iowa, Kentucky, Maine, Maryland, Michigan, Missouri, Nebraska, New York, Oregon, Tennessee, Texas, Utah, Virginia, Washington, and Wisconsin.
- **lower than the following 13 states:** Connecticut, Kansas, Massachusetts, Minnesota, Montana, New Hampshire, New Jersey, North Dakota, Ohio, Pennsylvania, South Dakota, Vermont, and Wyoming.

Note: Within each group, states are listed alphabetically

NAEP Reading Grade 8: Gender Florida Compared to the Nation, 2003–2009

Gaps in Percentage of Students Performing at or above *Basic*

Figure 20
Female and Male Students



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

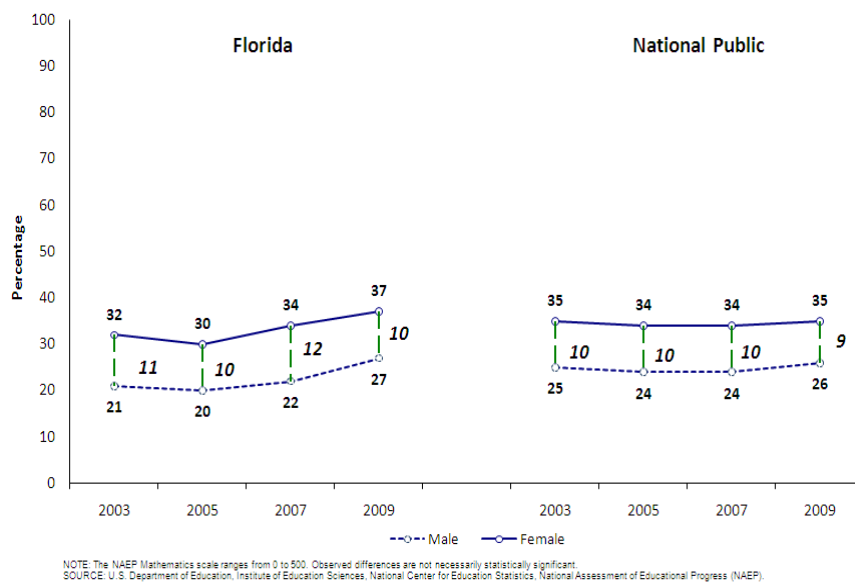
Highlights

- Between 2003 and 2009 and between 2005 and 2009, the percentage of Florida's female and male grade 8 students scoring at or above *Basic* on NAEP Reading increased significantly.
- Florida's grade 8 female and male students moved from performing below the national average in 2003 and 2005 to performing statistically similar to the national average in 2007 and 2009.
- Between 2003 and 2009, Florida's grade 8 female students had a 6% greater gain than the nation's female students (7% vs. 1%). Between 2003 and 2009, Florida's grade 8 male students had a 7% greater gain than the nation's male students (10% vs. 3%).
- The gap in the percentage of Florida's female/male students performing at or above *Basic* was 13% in 2003, 14% in 2005, 12% in 2007, and 10% in 2009. The 3% change in the gap was not statistically significant. The nation also did not have a significant change in its female/male gap. In 2009, there was no statistical difference between Florida's and the nation's gap for female and male students performing at or above *Basic*.

NAEP Reading Grade 8: Gender Florida Compared to the Nation, 2003–2009

Gaps in Percentage of Students Performing at or above *Proficient*

Figure 21
Female and Male Students



Highlights

- Between 2003 and 2009 and between 2005 and 2009, the percentage of Florida's female and male grade 8 students scoring at or above *Proficient* on NAEP Reading increased significantly.
- After performing similarly to the nation in 2003, Florida's female students performed below the national average in 2005, but improved in 2007 and 2009 to again perform similar to the national average. Florida's grade 8 male students moved from performing below the national average in 2003 and 2005 to performing statistically similar to the national average in 2007 and 2009.
- Between 2003 and 2009, Florida's grade 8 female students also had a significant 5% greater gain than the nation's female students (5% vs. 0%). Between 2003 and 2009, Florida's grade 8 male students had a significant 5% greater gain than the nation's male students (6% vs. 1%).
- The gap in the percentage of Florida's female/male students performing at or above *Proficient* was 11% in 2003, 10% in 2005, 12% in 2007, and 10% in 2009. The 1% change in the gap was not statistically significant. The nation also did not have a significant change in its female/male gap. In 2009, there was no statistical difference between Florida's and the nation's female and male gap performing at or above *Proficient*.

NAEP Reading Grade 8: Students with Disabilities

School staff review the Individual Education Plans (IEPs) of the students with disabilities selected to participate in NAEP to determine if the accommodations they might need are allowed by NAEP. The NAEP program furnishes tools to assist school personnel in making that decision. Inclusion in NAEP is encouraged if the student participates in the regular state assessment and if the student can participate in NAEP in a meaningful way with the accommodations NAEP allows. Because percentages of students excluded from NAEP may vary considerably across states and within a state across years, comparisons of results across and within states should be interpreted with caution. Participation rates for Florida are shown in the table below:

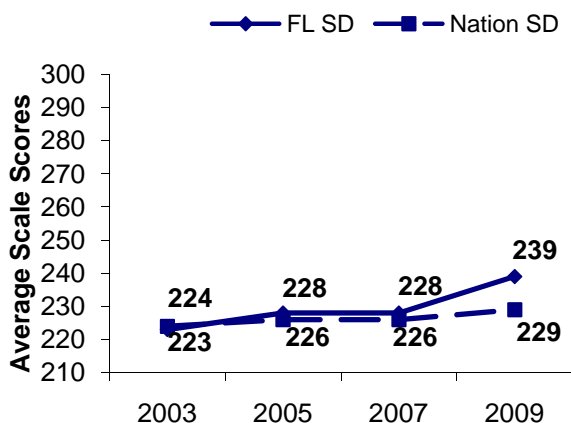
Table 2
Participation Rates for Florida and the Nation (SD)

Year	FL Participation Rate	National Participation Rate
2003	75%	69%
2005	78%	68%
2007	81%	66%
2009	82%	72%

Florida Compared to the Nation, 2003–2009

Average Scale Scores

Figure 22

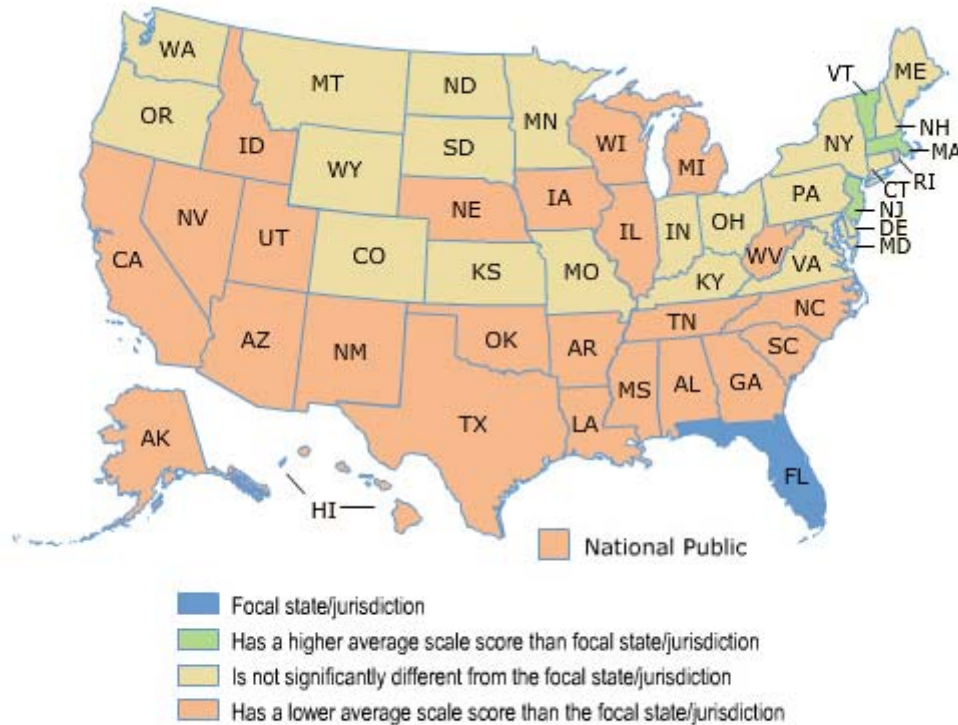


Highlights

- Florida's grade 8 students with disabilities' average scale score on NAEP Reading was significantly greater than the nation's in 2009.
- Between 2003 and 2009, the average scale score of Florida's grade 8 students with disabilities improved significantly. This gain was greater than that of the nation's students with disabilities (a 16- vs. 5-point gain).
- Between 2007 and 2009, Florida was one of only 5 states whose grade 8 students with disabilities had a significant increase in their average scale score (FL, KY, MD, MO, and NJ).

NAEP Reading Grade 8: Students with Disabilities Florida's National Standing, 2009 Average Scale Scores

Figure 23



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessments.

In 2009, Florida's NAEP Reading average scale score for grade 8 students with disabilities (239) was

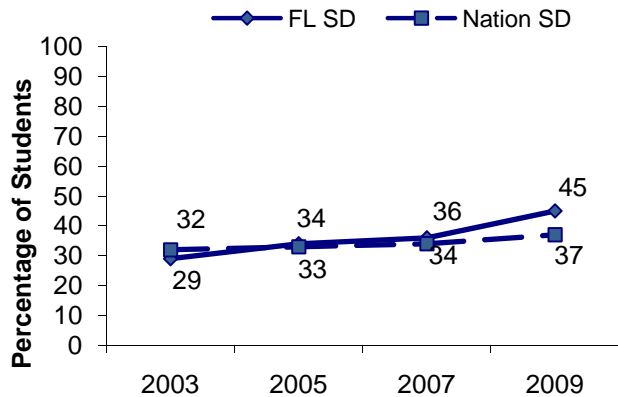
- **higher than the nation and the following 25 states:** Alabama, Alaska, Arizona, Arkansas, California, Georgia, Hawaii, Idaho, Illinois, Iowa, Louisiana, Michigan, Mississippi, Nebraska, Nevada, New Mexico, North Carolina, Oklahoma, Rhode Island, South Carolina, Tennessee, Texas, Utah, West Virginia, and Wisconsin.
- **not significantly different from the following 21 states:** Colorado, Connecticut, Delaware, Indiana, Kansas, Kentucky, Maine, Maryland, Minnesota, Missouri, Montana, New Hampshire, New York, North Dakota, Ohio, Oregon, Pennsylvania, South Dakota, Virginia, Washington, and Wyoming.
- **lower than the following 3 states:** Massachusetts, New Jersey, and Vermont.

Note: Within each group, states are listed alphabetically

NAEP Reading Grade 8: Students with Disabilities Florida Compared to the Nation, 2003–2009

Achievement-Level Scores

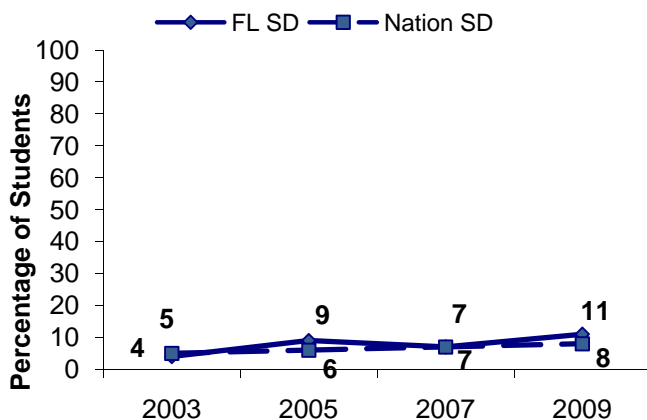
Figure 24
Percentage of Students at or above *Basic*



Highlights

- The percentage of Florida’s grade 8 students with disabilities performing at or above *Basic* on NAEP Reading was similar to the nation in 2009.
- Between 2003 and 2009, the gain in the percentage of Florida’s grade 8 students with disabilities performing at or above *Basic* was significant.
- This gain of Florida’s students with disabilities was statistically similar to the nation’s gain (a 16% vs. 5% gain).

Figure 25
Percentage of Students at or above *Proficient*



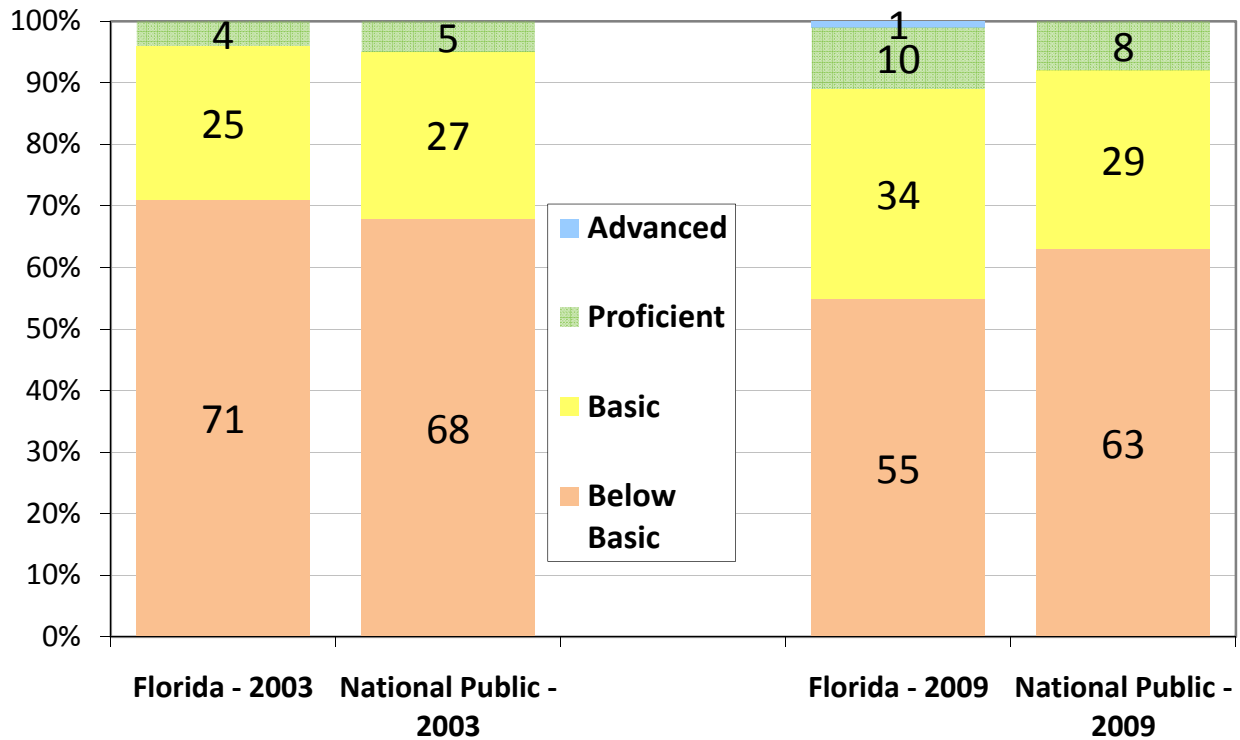
Highlights

- Between 2003 and 2009, the gain in the percentage of Florida’s grade 8 students with disabilities performing at or above *Proficient* on NAEP Reading was significant.
- The gain of Florida’s students with disabilities was similar to that of the nation (a 7% vs. 3% gain).

NAEP Reading Grade 8: Students with Disabilities Florida Compared to the Nation, 2003–2009

Comparison of Achievement Levels

Figure 26



Highlights

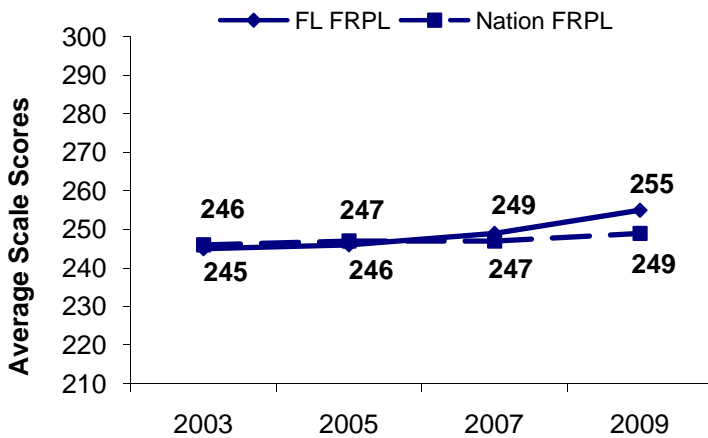
- Between 2003 and 2009, the percentage of Florida's grade 8 students with disabilities scoring at or above *Basic* on NAEP Reading significantly improved from matching the national average to performing above the national average.

NAEP Reading Grade 8: Free/Reduced-Price Lunch

NAEP collects data on eligibility for the federal program providing free or reduced-price school lunches. Results for this subgroup of students are included as an indicator of socioeconomic status (SES).

Florida Compared to the Nation, 2003–2009 Average Scale Scores

Figure 27



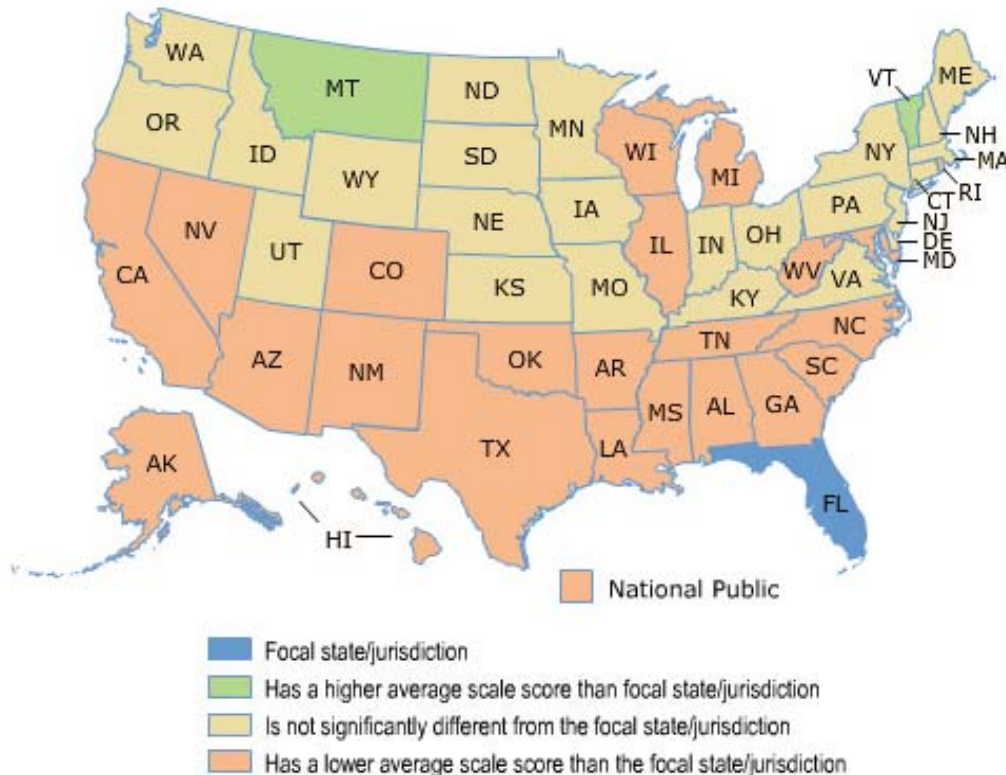
Highlights

- Florida's grade 8 students eligible for free/reduced-price lunch average scale scores on NAEP Reading were significantly higher than the nation's in 2009.
- Between 2003 and 2009, the average scale score of Florida's grade 8 students eligible for free/reduced-price lunch improved significantly.
- The gain of Florida's students eligible for free/reduced-price lunch was greater than that of the nation's students eligible for free/reduced-price lunch (a 10- vs. 3-point gain).

NAEP Reading Grade 8: Free/Reduced-Price Lunch Florida's National Standing, 2009

Average Scale Scores

Figure 28



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessments.

In 2009, Florida's NAEP Reading average scale score for grade 8 students eligible for free/reduced-price lunch (255) was

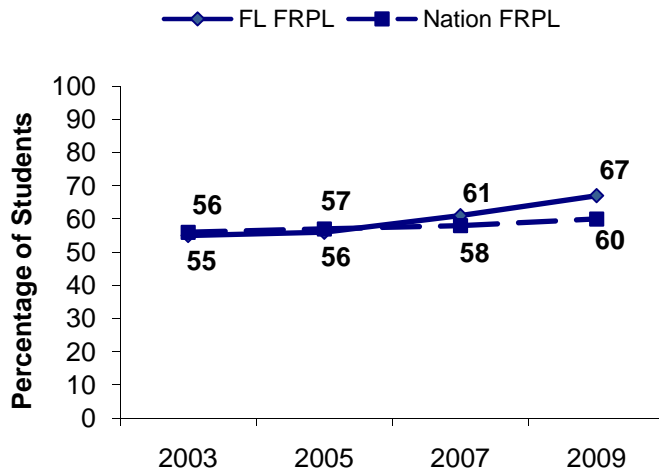
- **higher than the nation and the following 23 states:** Alabama, Alaska, Arizona, Arkansas, California, Colorado, Georgia, Hawaii, Illinois, Louisiana, Maryland, Michigan, Mississippi, Nevada, New Mexico, North Carolina, Oklahoma, Rhode Island, South Carolina, Tennessee, Texas, West Virginia, and Wisconsin.
- **not significantly different from the following 24 states:** Connecticut, Delaware, Idaho, Indiana, Iowa, Kansas, Kentucky, Maine, Massachusetts, Minnesota, Missouri, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oregon, Pennsylvania, South Dakota, Utah, Virginia, Washington, and Wyoming.
- **lower than the following 2 states:** Montana and Vermont.

Note: Within each group, states are listed alphabetically

NAEP Reading Grade 8: Free/Reduced-Price Lunch Florida Compared to the Nation, 2003–2009

Achievement-Level Scores

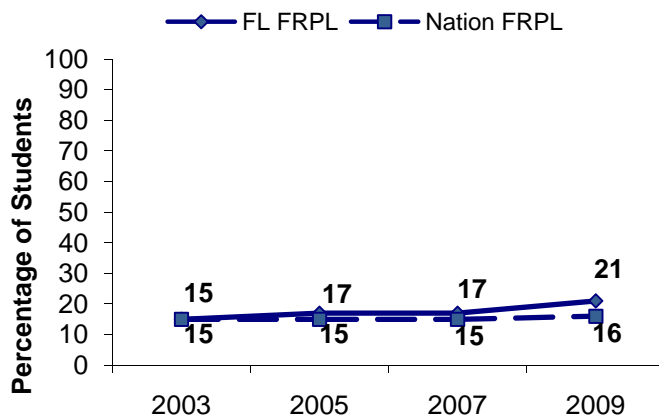
Figure 29
Percentage of Students at or above *Basic*



Highlights

- The percentage of Florida's grade 8 students eligible for free/reduced-price lunch performing at or above *Basic* on NAEP Reading was similar to the nation's in 2009.
- Between 2003 and 2009, the gain in the percentage of both Florida's and the nation's grade 8 students eligible for free/reduced-price lunch performing at or above *Basic* was significant.
- The gain of Florida's grade 8 students eligible for free/reduced-price lunch was greater than that of the nation's (a 12% vs. 4% gain).

Figure 30
Percentage of Students at or above *Proficient*



Highlights

- The percentage of Florida's grade 8 students eligible for free/reduced-price lunch performing at or above *Proficient* on NAEP Reading was similar to the nation's in 2009.
- Between 2003 and 2009, the gain in the percentage of both Florida's and the nation's grade 8 students eligible for free/reduced-price lunch performing at or above *Proficient* was significant.
- The gain of Florida's grade 8 students eligible for free/reduced-price lunch was not statistically different from that of the nation's (6% vs. 1% gain).

NAEP Reading Grade 8: English Language Learners

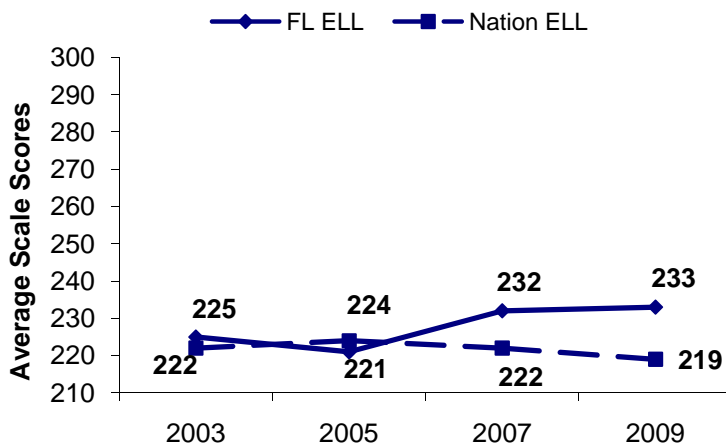
School staff decide whether to include an English language learner (ELL) student in a NAEP assessment and which accommodations, if any, he or she should receive. The NAEP program furnishes tools to assist school personnel in making that decision. Inclusion in NAEP is encouraged if the student participated in the regular state assessment and if the student can participate in NAEP in a meaningful way with the accommodations NAEP allows. Because percentages of students excluded from NAEP may vary considerably across states and within a single state across years, comparisons of results across and within states over time should be interpreted with caution. Participation rates for Florida are shown in the table below:

Table 3
Participation Rates for Florida and the Nation (ELL)

Year	FL Participation Rate	National Participation Rate
2003	69%	76%
2005	61%	79%
2007	47%	77%
2009	58%	83%

Florida Compared to the Nation, 2003–2009 Average Scale Scores

Figure 31

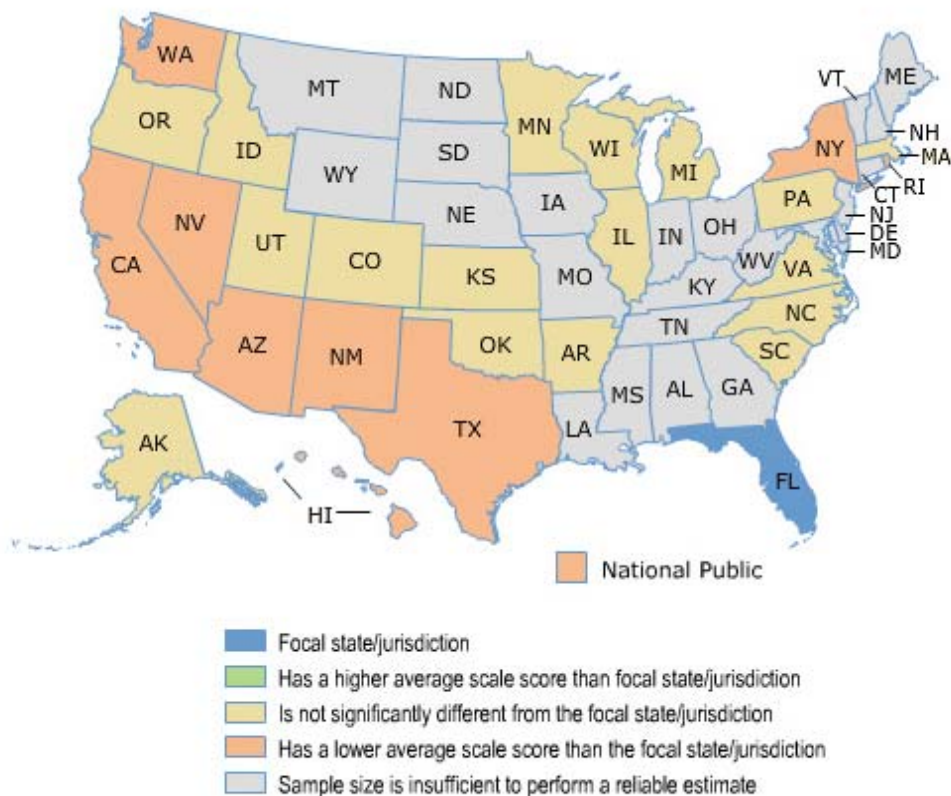


Highlights

- Florida's grade 8 English language learners' average scale scores on NAEP Reading were significantly higher than the nation's in 2007 and 2009.
- Between 2003 and 2009, there has been little change in the average scale score of Florida's and the nation's grade 8 English language learners.

NAEP Reading Grade 8: English Language Learners Florida's National Standing, 2009 Average Scale Scores

Figure 32



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessments.

In 2009, Florida's NAEP Reading average scale score for grade 8 English language learners (233) was

- **higher than the nation and the following 9 states:** Arizona, California, Hawaii, Nevada, New Mexico, New York, Rhode Island, Texas, and Washington.
- **not significantly different from the following 17 states:** Alaska, Arkansas, Colorado, Idaho, Illinois, Kansas, Massachusetts, Michigan, Minnesota, North Carolina, Oklahoma, Oregon, Pennsylvania, South Carolina, Utah, Virginia, and Wisconsin.
- **lower than no state.**

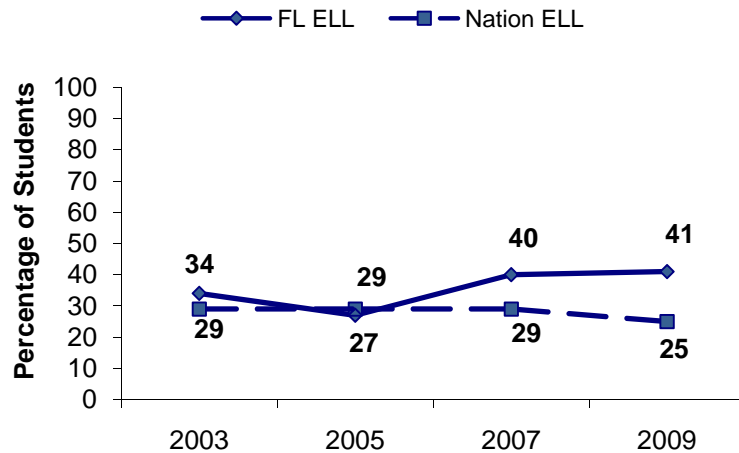
The sample size in the following 23 states was not large enough to permit a reliable estimate: Alabama, Connecticut, Delaware, Georgia, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, North Dakota, Ohio, South Dakota, Tennessee, Vermont, West Virginia, and Wyoming.

Note: Within each group, states are listed alphabetically

NAEP Reading Grade 8: English Language Learners Florida Compared to the Nation, 2003–2009

Achievement-Level Scores

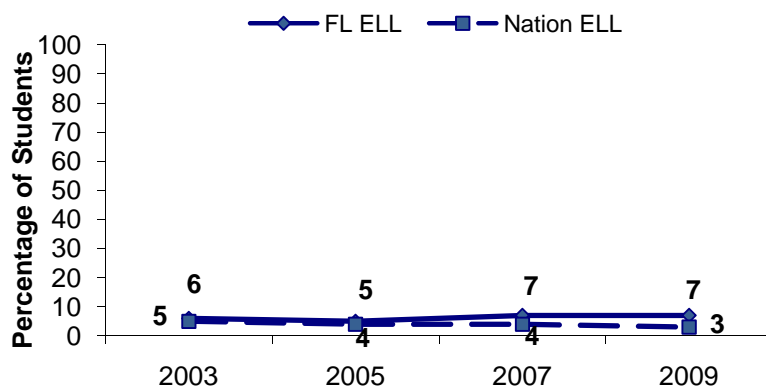
Figure 33
Percentage of Students at or above *Basic*



Highlights

- The percentage of Florida's grade 8 English language learners performing at or above *Basic* on NAEP Reading was similar to the nation's in 2003, 2005, 2007, and 2009.
- Between 2003 and 2009, the percentage of Florida's and the nation's grade 8 English language learners performing at or above *Basic* has remained relatively constant.

Figure 34
Percentage of Students at or above *Proficient*



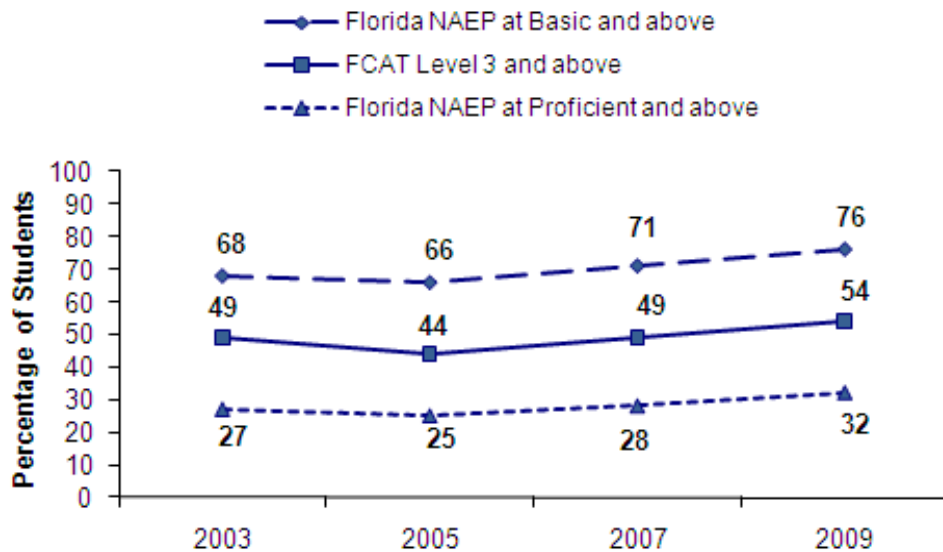
Highlights

- Between 2003 and 2009, there has been little change in the percentage of Florida's grade 8 English language learners performing at or above *Proficient* on NAEP Reading.
- The percentage of Florida's grade 8 English language learners performing at or above *Proficient* was similar to the nation's in 2003, 2005, and 2007.

Comparison of FCAT and Florida NAEP Proficiency in Grade 8 Reading, 2003–2009

All Students

Figure 35



Highlights

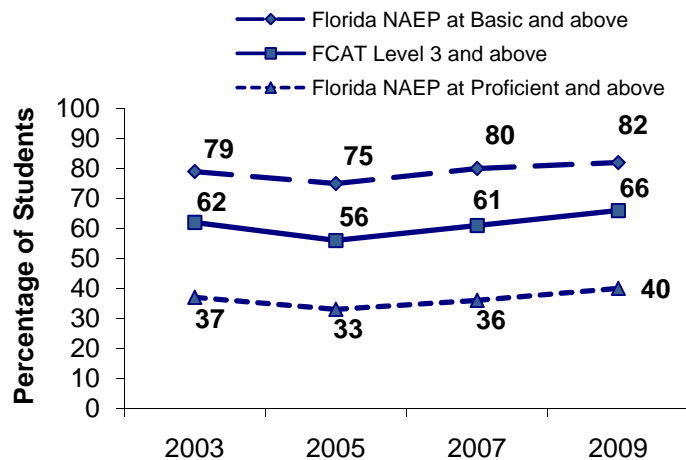
- The percentage of Florida's grade 8 students scoring at or above Level 3 on FCAT Reading increased by 5 percentage-points between 2003 and 2009 (49% vs. 54%).
- The improvement in FCAT is similar to the improvement in Florida's grade 8 NAEP Reading results for the percentage scoring at or above *Basic*.
- The improvement in FCAT is similar to the improvement in Florida's grade 8 NAEP Reading results for the percentage scoring at or above *Proficient*.

Note: At or above Level 3 on the FCAT is considered proficient and on grade-level.

Comparison of FCAT and Florida NAEP Proficiency in Grade 8 Reading, 2003–2009

Race/Ethnicity

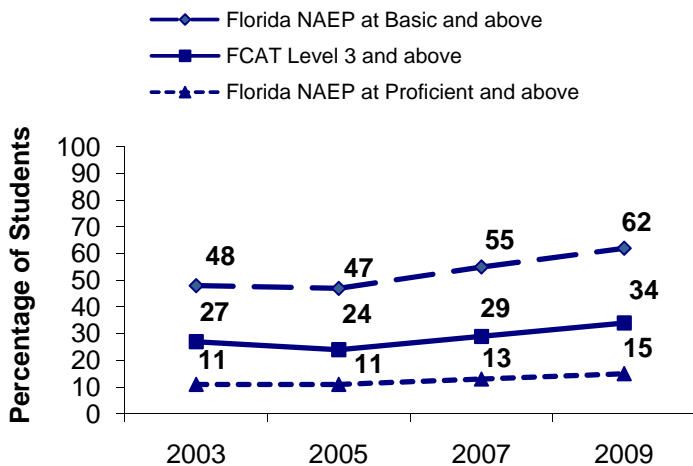
Figure 36
White Students



Highlights

- In Florida, between 2003 and 2009, there was an increase in the percentage of grade 8 White students scoring at or above Level 3 on FCAT Reading (a 4% gain).
- In Florida, between 2003 and 2009, the gains in at or above *Basic* (a 3% gain) and at or above *Proficient* (a 3% gain) were not statistically significant.

Figure 37
African-American Students



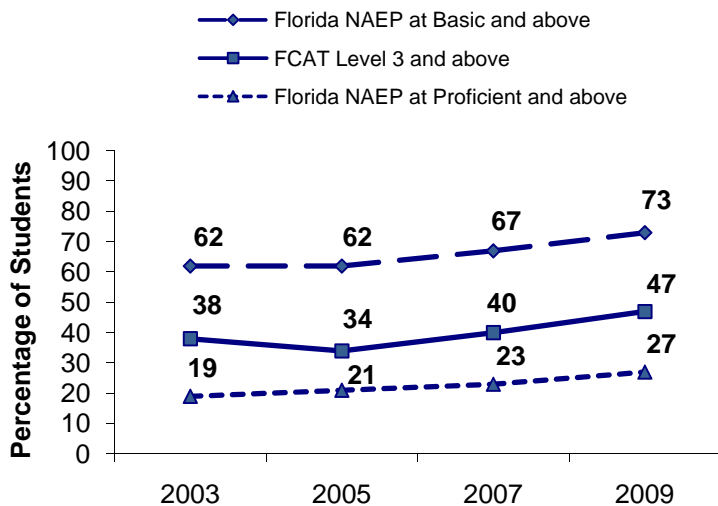
Highlights

- In Florida, between 2003 and 2009, there was an increase in the percentage of grade 8 African-American students scoring at or above Level 3 on FCAT Reading (a 7% gain).
- In Florida, between 2003 and 2009, there was a significant increase in the percentage of grade 8 African-American students scoring at or above *Basic* (a 14% gain). The gain in at or above *Proficient* (a 4% change) was not statistically significant.

Comparison of FCAT and Florida NAEP Proficiency in Grade 8 Reading, 2003–2009

Race/Ethnicity (continued)

Figure 38
Hispanic Students



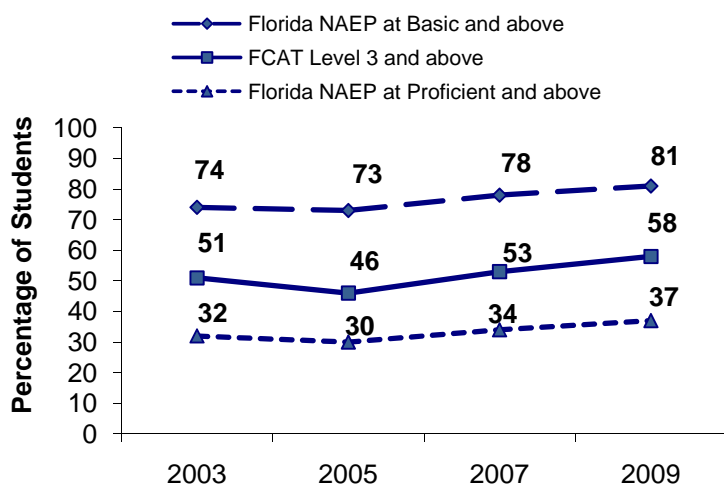
Highlights

- In Florida, between 2003 and 2009, there was an increase in the percentage of grade 8 Hispanic students scoring at or above Level 3 on FCAT Reading (a 9% gain).
- In Florida, between 2003 and 2009, there were significant increases in the percentage of grade 8 Hispanic students scoring at or above *Basic* (an 11% gain) and at or above *Proficient* (an 8% gain) on NAEP Reading.

Comparison of FCAT and Florida NAEP Proficiency in Grade 8 Reading, 2003–2009

Gender

Figure 39
Female Students



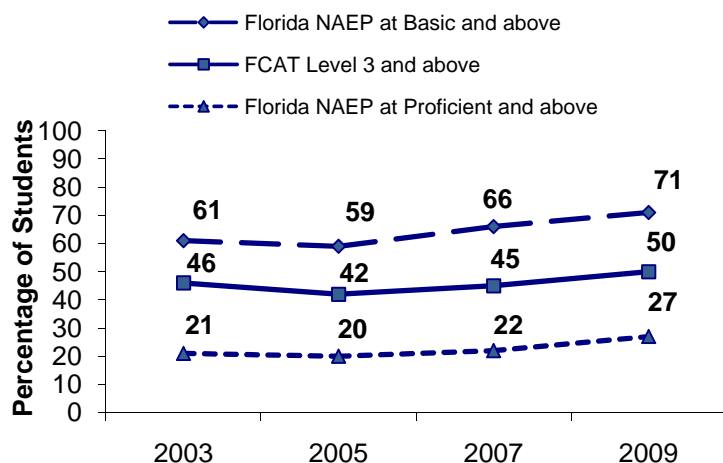
Highlights

- In Florida, between 2003 and 2009, there was an increase in the percentage of grade 8 female students scoring at or above Level 3 on FCAT Reading (a 7% gain).
- In Florida, between 2003 and 2009, there were significant increases in the percentage of grade 8 female students scoring at or above *Basic* (a 7% gain) and at or above *Proficient* (a 5% gain) on NAEP Reading.

Comparison of FCAT and Florida NAEP Proficiency in Grade 8 Reading, 2003–2009

Gender (continued)

Figure 40
Male Students



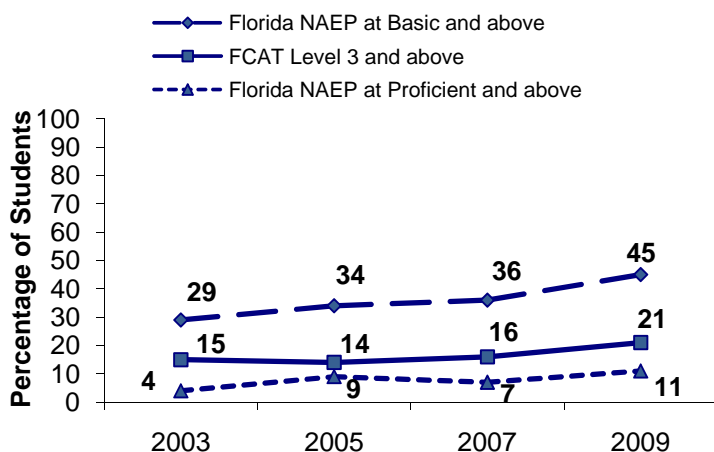
Highlights

- In Florida, between 2003 and 2009, there was an increase in the percentage of grade 8 male students scoring at or above Level 3 on FCAT Reading (a 4% gain).
- In Florida, between 2003 and 2009, there were significant increases in the percentage of grade 8 male students scoring at or above *Basic* (a 10% gain) and at or above *Proficient* (a 6% gain) on NAEP Reading.

Comparison of FCAT and Florida NAEP Proficiency in Grade 8 Reading, 2003–2009

Students with Disabilities

Figure 41
Students with Disabilities



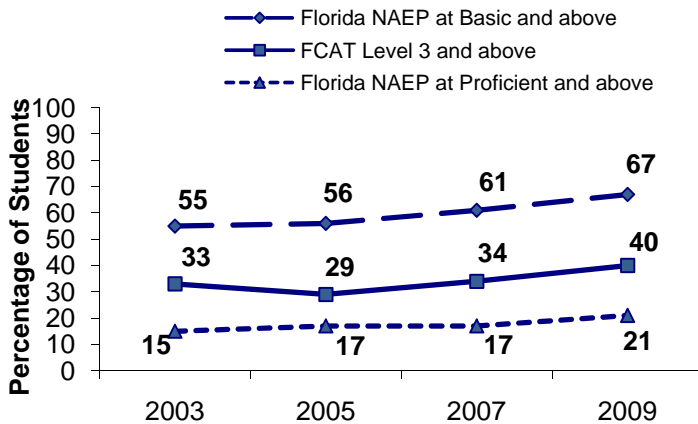
Highlights

- In Florida, between 2003 and 2009, there was an increase of grade 8 students with disabilities scoring at or above Level 3 on FCAT Reading (a 6% gain).
- In Florida, between 2003 and 2009, there were significant increases in the percentage of grade 8 students with disabilities scoring at or above *Basic* (a 16% gain) and at or above *Proficient* (a 7% gain) on NAEP Reading.

Comparison of FCAT and Florida NAEP Proficiency in Grade 8 Reading, 2003–2009

Free/Reduced-Price Lunch

Figure 42
Free/Reduced-Price Lunch



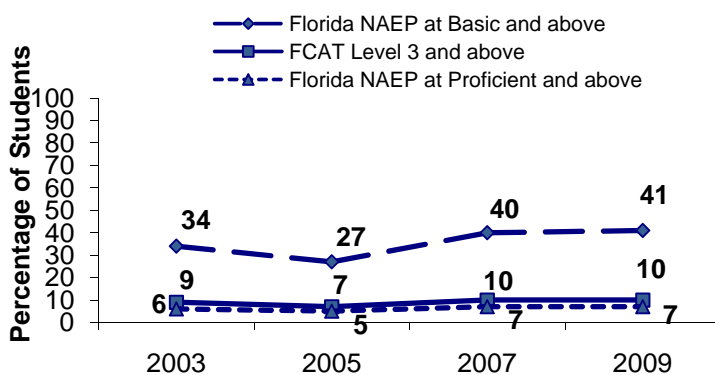
Highlights

- In Florida, between 2003 and 2009, there was an increase in grade 8 students eligible for free/reduced-price lunch scoring at or above Level 3 on FCAT Reading (a 7% gain).
- In Florida, between 2003 and 2009, there were significant increases in the percentage of grade 8 students eligible for free/reduced-price lunch scoring at or above *Basic* (a 12% gain) and at or above *Proficient* (a 6% gain) on NAEP Reading.

Comparison of FCAT and Florida NAEP Proficiency in Grade 8 Reading, 2003–2009

English Language Learners

Figure 43
English Language Learners



Highlights

- In Florida, between 2003 and 2009, there was an increase in grade 8 English language learners scoring at or above Level 3 on FCAT Reading (a 1% gain).
- In Florida, between 2003 and 2009, the increases in the percentage of grade 8 English language learners scoring at or above *Basic* (a 7% gain) and at or above *Proficient* (a 1% gain) on NAEP Reading were not significant.

Appendix

2003–2009 NAEP Reading Grade 8 Florida and National Public											
FLORIDA					2009 Compared to the Nation		NATIONAL PUBLIC				
Overall/Subgroups	2003	2005	2007	2009		2003	2005	2007	2009		
Average Scale Scores	Overall	257 [^]	256 [^]	260 [^]	264	=	261 ^{*^}	260 ^{~^}	261 [^]	262	
	White	268	265 [^]	268	272	=	270 ^{*^}	269 ^{~^}	270 [^]	271	
	African-American	239 [^]	238 [^]	244	250	>	244 ^{*^}	242 ^{~^}	244 [^]	245	
	Hispanic	251 [^]	252 [^]	256	260	>	244 ^{~^}	245 [^]	246 [^]	248	
	Male	251 [^]	249 [^]	254 [^]	259	=	256 [^]	255 [^]	256 [^]	258	
	Female	263 [^]	262 [^]	266	269	>	267 [*]	266 [^]	266 [^]	267	
	Eligible FRL	245 [^]	246 [^]	249 [^]	255	>	246 ^{~^}	247 [^]	247 [^]	249	
	SD - Yes	223 [^]	228 [^]	228 [^]	239	>	224 ^{*~^}	226 [^]	226 [^]	229	
	ELL - Yes	225	221	232	233	>	222	224 [^]	222 [^]	219	
	Gaps										
	White/African-American	29	27	24	22		26	27	26	26	
	White/Hispanic	17 [†]	13 [†]	12 [†]	12 [†]		36	24	24	23	
	Female/Male	12	13	12	10		11	11	10	10	
	Percentiles										
	90th	302	300 [^]	301	305	=	304 [~]	303	303 [^]	304	
75th	283	281 [^]	284	287	=	286 ^{*~}	285 [^]	285 [^]	286		
50th	260 [^]	259 [^]	263	266	=	264 ^{*^}	263 ^{~^}	264 [^]	265		
25th	234 [^]	233 [^]	239 [^]	244	=	240 ^{*^}	238 ^{~^}	240 [^]	242		
Achievement Levels	Percent at or above Basic										
	Overall	68% [^]	66% ^{~^}	71% [^]	76%	=	72% ^{*^}	71% ^{~^}	73% [^]	74%	
	White	79%	75% [^]	80%	82%	=	82% ^{*^}	81% ^{~^}	83%	83%	
	African-American	48% [^]	47% [^]	55%	62%	>	53% [^]	51% ^{~^}	54%	56%	
	Hispanic	62% [^]	62% [^]	67%	73%	>	54% ^{~^}	55% ^{~^}	57%	59%	
	Male	61% [^]	59% ^{~^}	66%	71%	=	67% ^{*^}	66% ^{~^}	68% [^]	70%	
	Female	74% [^]	73% [^]	78%	81%	=	77% [*]	76% ^{~^}	77%	78%	
	Eligible FRL	55% [^]	56% [^]	61% [^]	67%	>	56% ^{~^}	57% ^{~^}	58% [^]	60%	
	SD - Yes	29% [^]	34% [^]	36%	45%	>	32% [^]	33% [^]	34% [^]	37%	
	ELL - Yes	34%	27%	40%	41%	=	29%	29% [^]	29% [^]	25%	
	Gaps—Percent at or above Basic										
	White/African-American	31%	28%	25%	20% [†]		29%	30%	27%	27%	
	White/Hispanic	17% [†]	13% [†]	13% [†]	9% [†]		28%	26%	26%	24%	
	Female/Male	13%	14%	12%	10%		10%	10%	9%	8%	
	Percent at or above Proficient										
Overall	27% [^]	25% [^]	28%	32%	=	30% [~]	29% [^]	29% [^]	30%		
White	37%	33% [^]	36%	40%	=	39%	37% [^]	38%	39%		
African-American	11%	11%	13%	15%	=	12%	11% [^]	12%	13%		
Hispanic	19% [^]	21%	23%	27%	>	14%	14% [^]	14%	16%		
Male	21% [^]	20% [^]	22%	27%	=	25%	24% [^]	24% [^]	26%		
Female	32% [^]	30% [^]	34%	37%	=	35% [*]	34% [^]	34% [^]	35%		
Eligible FRL	15% [^]	17%	17%	21%	>	15% [^]	15%	15% [^]	16%		
SD - Yes	4% [^]	9%	7%	11%	=	5% ^{~^}	6% [^]	7%	8%		
ELL - Yes	6%	5%	7%	7%	±	5% [^]	4% [^]	4%	3%		
Gaps—Percent at or above Proficient											
White/African-American	26%	22%	23%	25%		27%	23%	26%	26%		
White/Hispanic	18% [†]	12% [†]	13% [†]	13% [†]		25%	23%	24%	23%		
Female/Male	11%	10%	12%	10%		10%	10%	10%	9%		
Legend: Gold and the symbol † indicate that Florida's gap is smaller than the nation's gap for that year.											
Year-to-Year Comparisons											
* Statistically different from 2005											
~ Statistically different from 2007											
^ Statistically different from 2009											
2009 Florida-National Comparisons											
➤ Florida significantly higher than the nation's public schools											
= No significant difference between Florida and the nation's public schools											
◀ Florida significantly lower than the nation's public schools											
± Sample size is too small to calculate significance differences											